Numbers

1 The origin of counting

Although primitive men had little difficulty in judging quantities by naming individual members or items of a group, they weren't, as such, able to count them and would be unable to make the connection between say three leaves and three apples.

Anthropologists assert that counting methods were extremely basic, with words for 'one' and 'two' and then a word which just meant 'many' (much the same as today we talk about 'crowds' of people, 'herds' of animals, and 'handfuls' of sweets). As recently as 1972, a tribe of cave-dwellers in the Philippines couldn't answer the question 'How many people are there in your tribe?', although they could individually list all 24 members of their group. And one tribe who lives on the fringes of the Amazon jungle, even today, has no system of numbers, merely a verb meaning 'to be two alike'.

Some languages still preserve a distinction between one, two and many, in what is grammatically known as the 'dual form'. In Arabic for example 'bait' means 'house' and 'baiten' means 'two houses'. Similar forms exist in the pronoun 'you', where there is a distinction between you singular, you two and you many.

The earliest counting system, binary, was also based on this one two system. Hands and fingers were used to express both numbers and measurements, and the fact that we have ten fingers probably accounts for the development of the decimal system, though this doesn't explain the English and American aversion to such a system (one theory is that they originally had 12 fingers!)

The actual writing of numbers progressed from using notches through to symbols. The Arabic system of numbers is now the most widely used, with Roman numerals being for more specialized use.

1 In your language do you have any equivalents of the 'dual form'?

2 Analyse the advantages of the 12 system over the decimal system and vice versa.

3 What problems must the Romans have had with their system?

4 What are the specialised uses of Roman numerals today?

5 Could we manage with just cardinal numbers, rather than having both cardinal and ordinal?

2 How many?

1 How many languages do you think there are in the world?
50; 500; 5,000; 50,000

2 How many native English speakers are there?
(in millions) 315; 350; 415; 450

3 Smith and Chang are two very common surnames.
How many Changs are there in the world?
(in millions) 30; 35; 315; 350
How many Smiths are in the USA?
18,000; 80,000; 2,302,509; 2,382,509

4 How many irregular verbs are there in English?
94; 194; 214; 240

5 How many words are defined in the Oxford English Dictionary?
415,000; 450,000; 615,000; 650,000

6 How many letters does the longest English word have?
13; 30; 1,913; 1,930

Numbers

Warm-up

- Introduce the expression 'Two's company, three's a crowd', using this joke: 'If two is company and three is a crowd, what are four and five?' (Answer: nine!) Then ask students to discuss the ideal number of: **(a)** students in a class **(b)** guests at a wedding **(c)** friends for a dinner **(d)** working days per week **(e)** weeks of holiday **(f)** hours of homework per day **(g)** friends to go with to the cinema. For the listening exercise (see below) to be successful, students must discuss at least **c, d** and **g**. This exercise could be done as a walk-around activity, with each student being given a particular question to ask fellow students. The results could be written down in the form of a statistical analysis.

Listening

- Students listen to three people answering some of the questions (a)–(g). Students have to identify which subject is being talked about, and what the ideal number is.

1 (c) *dinner party, eight* **2 (c)** *dinner party (probably) – three or four* **3 (g)** *cinema – alone* **4 (d)** *every day for a good job, none for a bad job*

1 I love to entertain and when I was a child I read a novel, might have been by Somerset Maugham, in which a character said that eight was the perfect number for a dinner party, because it was intimate enough to allow general conversation, but large enough to have a feeling of a party.

2 If they're very close friends that's very nice if there are just three or four of you. (Yeah)

3 I know my ideal number for going to the cinema though, any cinema audience the ideal number is me (yes I agree with you) and nobody else.

4 My uncle always used to say, and I'm sure he was quoting someone else, that if you find a job you love you'll never work another day in your life and I kind of feel like that, cos as long as there's variety I'm quite happy to work every day. (In any horrible job, the ideal number of working days would be none.)

1 The origin of counting

- Students read text and discuss questions in groups.

(2) The most obvious advantages of 12 over 10, is that 12 can be more easily divided (12: 2, 3, 4 and 6; 10: 2, 5). 12 is also related to the way we calculate time. (3) Calculations must have been difficult. (4) They are used to subdivide documents; they are often found at the end of TV programmes to indicate the year of production. (5) cardinal = one, two; ordinal = first, second.

2 How many?

Listening

- In this exercise students hear some statistics about languages. You can approach this in two ways depending on the level. With lower levels, students guess the answers to the questions, individually and then in groups – obviously they can only be guesses. Then tell them to listen for the answers on the tape. With higher levels, before you make the photocopies, blank out the numbers on the student's page. In groups first ask students to guess the answers, then to write down the numbers as they hear them on the cassette. Obviously you will need to play the tape several times. Very good listeners might like to write down some of the other statistics.

1 *5000* **2** *350m* **3** *350m; 2,382,509* **4** *194–214* **5** *615,000* **6** *1,913*

There are about five thousand languages in the world, and the one with the most speakers is Mandarin, with about six hundred and fifty million speakers. English has around three hundred and fifty million speakers.

The most common surname in the world is Chang of whom there are about three hundred and fifty million. Smith is the most common English surname: there are around eighty thousand in England and Wales, and an estimated two million, three hundred and eighty two thousand five hundred and nine in the United States.

Some languages are more complex than others. Tillamook, the North American Indian language has the most prefixes with thirty. Eskimo uses sixty three forms of the present tense and simple nouns have as many as two hundred and fifty inflections. English has between one hundred and ninety four and two hundred and fourteen irregular verbs depending on what you define as an irregular verb.

The largest dictionary in the world is the *Oxford English Dictionary*, which has twenty volumes, twenty one thousand seven hundred and twenty eight pages, two hundred and ninety thousand five hundred main entries, and around fifty nine million words. It lists the definitions of around six hundred and fifteen thousand words. The *Webster's International Dictionary*, the American equivalent of the *Oxford English Dictionary*, lists four hundred and fifty thousand words. Though in both cases technical and scientific terms would add millions more. Altogether about two hundred thousand English words are in common use.

The longest word in English has one thousand nine hundred and thirteen letters, and is the chemical name for a protein.

3 Numerology

- Students first read the text, then before calculating their number they should read the analysis and decide which description best describes them. They should then calculate their number and see if the real description coincides with the one they'd previously chosen.

ⓘ People actually believe in this, and even calculate the effects that a name change (e.g. Reg Dwight to Elton John) can have on the personality of that person.

4 Is there any logic in it?

- In groups of four, give students ten minutes to answer as many questions as possible. The group which answers the most questions is the winner.

1 *one* **2** *one* **3** *three* **4** *eight – He makes seven to start with, smokes them and then he makes the eighth from their ends.* **5** *four hours – You take the first pill straight away, not after half an hour.* **6** *None. The ladder of course rises as the tide rises.* **7** *left 7, right 5*

- Write the number 7 and the word 'red' on a piece of paper and tell students you are going to predict their answers in a psychological test. Ask students rapidly and repeatedly the following questions: 'Five times five', 5x6, 6x6 etc.' and then say: write down a colour and a number between 5 and 10. Most students will write 7 and 'red' at which point you reveal your prediction, although there seems to be no rational explanation for this.

3 Numerology

Had enough of astrology? Another way to delve into the depths of your personality is through *numerology*, a very pseudo-science which has formulated simple rules for calculating your 'lucky' number, This number will then tell you all about *your character*. In one system, the number is calculated from the letters of your first name, with each letter corresponding to a number. These numbers are then summed to produce your lucky number. Use the system below and then see what your lucky number means. If your number exceeds nine, e.g. 10 or 18, simply add these digits together (10 = 1+0 =1, 18 =1+8=9)

1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

EXAMPLE: A D R I A N = 1+4+9+9+1+5 = 29 (2+9) = 11 (1+1) = **2**

ANALYSIS

1 Creative, inventive, positive, ambitious. **Lucky day**: Sunday. **Favourite colour**: gold, yellow.
2 Gentle, imaginative, romantic, more mental than physical. **Lucky day**: Monday, Friday. **Favourite colour**: green, white.
3 Ambitious, proud, a little dictatorial. **Lucky day**: Thursday. **Favourite colour**: mauve, purple.
4 Rebellious, antisocial, not very successful in life. **Lucky day**: Saturday. **Favourite colour**: half shades / tones e.g. grey, beige.
5 Highly strung, impulsive, resilient, sociable, risk-taking. **Lucky day**: Wednesday, Friday. **Favourite colour**: grey, white.
6 Romantic, popular, loyal, try to promote happiness. **Lucky day**: Tuesday. **Favourite colour**: blue.
7 Independent, individualistic, love travel and learning. **Lucky day**: Monday. **Favourite colour**: green, white.
8 Lonely, misunderstood, this is an unlucky number. **Lucky day**: Saturday. **Favourite colour**: black.
9 Determined, resent criticism, exaggerated self-esteem. **Lucky day**: Tuesday. **Favourite colour**: red.

4 Is there any logic in it?

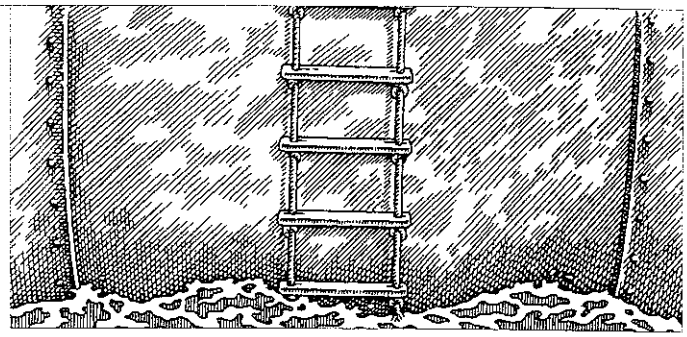
1 There is a small oil slick in the middle of a lake. Every day it doubles in size. After 64 days it covers half the lake. How many more days will it take before it covers the whole lake?

2 A farmer had two and a half haystacks in one corner of a field, and three and a half haystacks in another corner of the same field. If he put them all together how many haystacks would he have?

3 A little girl is getting dressed to go to a birthday party. Her mother has bought her a new dress and she looks very pretty indeed. She is just about to take her socks out of the drawer when there's a blackout and she's left in the dark. In the drawer there are only white and black socks. How many socks will she have to pull out before getting a pair of the same colour?

4 A tramp makes his own cigarettes by collecting cigarette ends. He needs seven ends to make one cigarette. How many cigarettes can he make from 49 ends?

5 A doctor gives you nine pills and tells you to take one every half hour. How long will the pills last?



6 A rope ladder hangs over the side of a ship so that it just touches the water. Each rung is 5cm thick and there are 20cm between each rung. How many rungs will be under water by the time the tide has risen 1m?

7 Superman always goes around with a load of chewing gum in his pockets. One day he said to Superwoman: 'If I take a piece of gum from my left trouser pocket and put it in the right one, I'll have the same number of pieces in each. But if I take a piece from the right pocket and put it in the left, I'll have twice as many pieces in the left pocket as in the right'. How many pieces of gum must he have had in each pocket?

Origins

Warm-up

- In pairs students discuss their own origins, where they were born, what they know about their ancestors, if they like their birthplace, etc.

1 Origin of the universe

- The four sentences (1–4) on the student's page are the beginnings and endings of the two paragraphs, A and B. Students' task is to match the beginnings and endings to the correct text.

A *4 (beginning), 2 (ending),* **B** *1, 3*

Follow-up

- Students discuss their own ideas of the origin and history of life on this planet.

2 Language

- Brainstorm students on how they think language may have begun. Students read passage then decide which explanation they think is the most likely.
- Focus students' attention on the illustrations of animals. Make sure they know the name of each animal. In a multilingual class students compare the noises typically made by each animal. This should disprove the 'bow wow' theory.
- Write the English animal noises on the board. Students (multi- and monolingual) then see if they can match the noise with the animal.

baa/sheep, cock-a-doodle/cock, coo/pigeon, ee-aw/donkey, miaow/cat, moo/cow, neigh/horse, oink/pig, quack/duck, too-wit/owl.

Follow-up

- Dictate these words: creek, crunch, hum, mumble, pop, sizzle, splash, tick tock, whine, buzz. Ask students to say the words out aloud (repeating after you if necessary) and to decide what sounds these words imitate. Then do the listening.

Listening

- Students hear some of the sounds above. Their task is to match the sound to the word.

1 *creek* **2** *mumble* **3** *splash* **4** *whine* **5** *buzz*
6 *tick* **7** *crunch* **8** *hum* **9** *pop* **10** *sizzle*

Origins

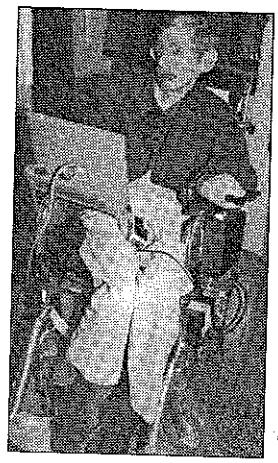
1 Origin of the universe

A

A couple of hundred years ago men possessed the history of little more than the last 3,000 years. What had happened before that time was a matter of legend and speculation. Over a large part of the civilized world it was believed and taught that the world had been created suddenly in 4004 B.C., though the authorities differed as to whether this had occurred in the spring or autumn of that year.

H. G. Wells: *A Short History of the World.*

B



One argument for such a beginning was the feeling that it was necessary to have 'First Cause' to explain the existence of the universe. (Within the universe, you always explained one event as being caused by some earlier event, but the existence of the universe itself could be explained in this way only if it had some beginning.) Another argument was put forward by St. Augustine in his book The City of God. He pointed out that civilization is progressing and we remember who performed this deed or developed that technique.

S. Hawking: *A Brief History of Time.*

1 According to a number of early cosmologies and the Jewish/Christian/Muslim tradition, the universe started at a finite and not very distant, time in the past.

2 This fantastically precise misconception was based upon a too literal interpretation of the Hebrew bible.

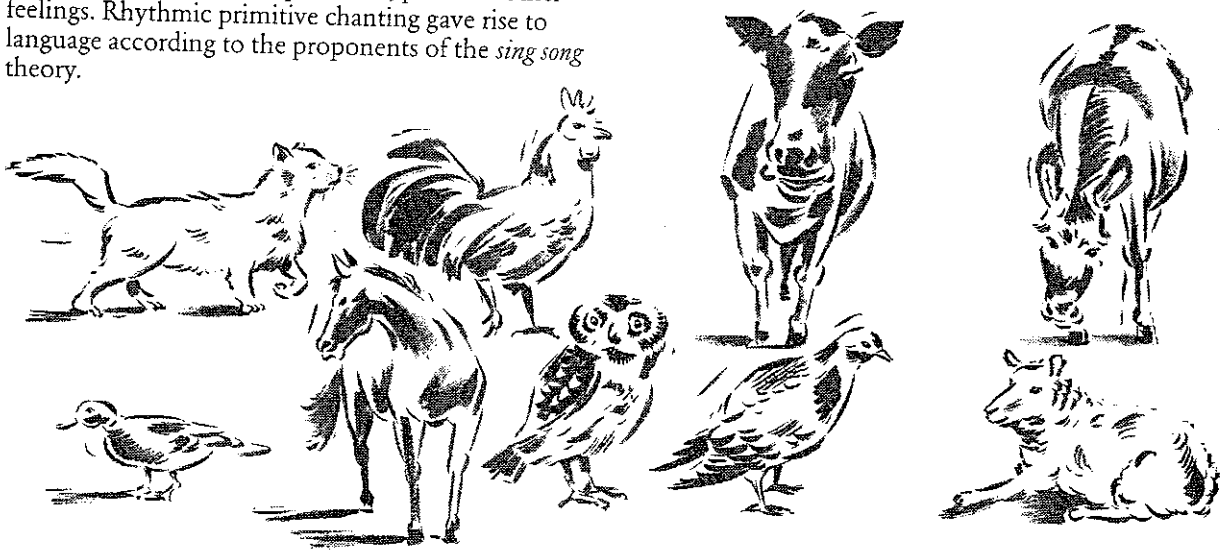
3 Thus man, and also perhaps the universe, could not have been around for that long. St. Augustine accepted a date of about 5000 B.C. for the Creation of the universe according to the book of Genesis.

4 The story of our world is a story that is still very imperfectly known.

2 Language

We will probably never know how language began, but that hasn't stopped people coming up with some weird and wonderful theories. Language began with the grunts of physical exertion claims *yo-he-ho* theory, whilst *pooh pooh* followers say it had its origins in noises associated with surprise, fear, pain and other feelings. Rhythmic primitive chanting gave rise to language according to the proponents of the *sing song* theory.

One of the most interesting theories claims that language imitates sounds (onomatopoeia). Dogs in Britain go 'bow wow', so 'bow wow' comes to mean dog. But do dogs go 'bow wow' in your country?



Predictions

Warm-ups

- Students write down three predictions about their classmates (or themselves – though obviously not using the first person pronoun). They can either write all three about the same person, or one for three different people. They then read out their predictions and the others have to guess who the predications relate to.

Writing

- Students write in reported speech the predictions made for them by the others, along with a comment e.g. *Adriano predicted I would get married next year – I hope he's wrong!*

1 In 1,000 years ...

- Before reading the article (a satirical piece from *The Daily Telegraph*), students write down a few predictions, serious or not, for life in 1000 years. In small groups they discuss what they have written.
- Students then read the text and in groups discuss the implications. Encourage students to think about the likelihood and consequences from various points of views – practical utility, ethics, economics, etc. Groups can then compare their analyses.

Writing

- Students choose one of the following: (a) Sketch a plan of a city in the year 2050, then write an explanation of how you imagine life will be in that city. (b) Describe a day in your life five years from now. (c) Would you rather live a thousand years into the future or back into the past?

Listening

- Students listen to an altered version of the text. (The altered parts are in *italics*.) Depending on level, they can either underline the differences, or without looking at their photocopy, try to remember the differences.

In an astonishing new book, *Your Future in the Past*, Dr Marlon *Orange*, an *Australian* pioneer in the science of futurology, examines how our entire way of life will have changed in *two thousand* years' time.

A World Tooth Bank will ensure that everybody will have a perfect set of teeth; a World *Hand* Bank will provide perfect *hands* for all; an Anti-Racial Wonder Drug will turn everybody in the world a uniform *green*, thus ending racial discrimination, war, anger, rage, unhappiness etc., at a stroke! Compulsory Space Trips for all will provide experiences of weightlessness, claustrophobia and terror which will relieve the extreme boredom of life and ensure a healthy psychological balance for *nobody*: these are only a few of the amazing changes which Dr *Orange* foresees.

2 The year 3000

Listening

- Ask students to read the six situations and simply to decide if they will come true or not. Play the first three listening extracts. Students' task is to identify which prediction is being talked about, and whether the speaker believes it will come true or not.
- Then ask them to discuss in groups what the implications would be if these situations really did come true. Get class feedback.
- With more advanced students play the fourth and fifth pieces. Again get them to identify which points are mentioned, and ask what they think about what the speakers said.

1 *d (no)* **2** *b (no)* **3** *e (not a good idea)* **4** *c (yes, already exists)* **5** *a (yes)* + *f (yes)*

1 Well, I know some people seem to think that we'll be taking our food in some kind of pill form, or tablets. I personally don't think that will ever happen, I think people enjoy their food too much. I think that current trends are much more to do with natural food, good foods, no preservatives etc.

2 I think there might be different ways of getting pregnant perhaps by then but I don't think men will actually be having children.

3 I don't know if it's possible, I mean I think that kind of thing is always a bit dangerous because I think that icebergs are sort of where they are for a good reason, and I think to start towing them round the world might unbalance the environment, I don't know.

4 I was saying this earlier to somebody actually. I saw something on the television about how the mind can be transmitted already by little electrical impulses from the mind on to computers and em for disabled people it's been developed, and we can make things move just by thought.

5 A Yeah, I've got to say, I think, I mean if we survive to the year 3000 the idea that there would be poor people in the year 3000 is monstrous. I mean, I don't think we'll survive till then if we carry on with the idea of having poor people and super rich people, and the two are connected.

B Do you think the world will then be such a small place as it were, that really, there'll be a sort of levelling of standards and ways of life?

A Yeah, I think the population is going to drop, as we share things better, ideas and commodities.

B So er do you think movement within all those countries will be a lot easier, no passports ...

A It might be less necessary. I think we're moving so much because we're all searching for something, and maybe we'll have found a little bit of that.

3 Goin' back to my roots

- Before students read the passage, in groups get them to think why people emigrate. Some possible reasons: to find work, enhance lifestyles and opportunities, improve prospects for their children (e.g. fewer class barriers), join relatives, escape persecution.
- Now use question 1 as an introduction to the reading passage. After students have read the text they then discuss the other questions.

Writing

- Students write how they imagine the story might have ended, i.e. what happened to the man when he returned to the village.

4 Firsts

- In groups, students work out and underline the first time the events took place (where and when). The answers are contained in the listening exercise.

Listening

- Students hear the answers to the 'firsts' and check their answers. They also listen for any other 'firsts' mentioned.

beauty contest (Belgium 1888); coffee drinking (Arabia 1000); diagram of flying machine (Italy 1492); electric chair (USA 1890); playing cards (China 1000); printed book (Turkestan 868, movable type Korea 1409); sandwich (England – not mentioned, 1762); phone conversation (Cuba 1849); TV transmission (England 1925); traffic lights (England 1868); + and – (Holland 1514).

Also mentioned: AIDS USA 1977; = sign England 1557; air flight USA 1903.

A ... and that was in 1911. First sandwich in 1762, by our old friend the Earl of Sandwich no less, didn't have time to interrupt his card games, so he ordered his butler to make sandwiches instead.

B Is that so? Hey, look at this: first beauty contest. Belgium in 1888. Why Belgium of all places?

A Why not? Oh, here's one I bet you're proud of. Electric chair used for the first time in 1890. Where? You've guessed it. The United States, home of democracy. Yes, you're first for Aids too, first recorded case in New York 1977. Quite a country.

B Plus and minus signs used for the first time in 1514 in Holland. Yeah well there was no way we could have guessed that one. And the equals sign, you'll be pleased to hear, was first used in Oxford in 1557. You'd have thought they'd all have been invented at the same time.

A Well, we both got this one – coffee in Arabia around 1000 AD, and just before that, playing cards in China. We were way off with the phone though – Cuba 1849.

B Cuba? I don't believe that one.

A Yes, well, it says that the inventor conversed with his invalid wife on the third floor of the building he was in.

B Sounds a likely story to me. Ah this is one I wanted to know, the first printed book: 868 in Turkestan; but the first one with movable type, whatever that is, was not until 1409 in Korea.

A Well, I got this one right. First diagram of a flying machine, was Leonardo da Vinci, as I said, in 1492.

B Yeah but the first air flight wasn't until 1903, and in the United States of course.

A But that wasn't the question was it? And England was also the first to transmit television.

B Garbage, it was the Italians.

A No, it says here, first TV transmission, London 1925. And here we are again, first traffic lights, London 1868.

B But they didn't even have cars then, so why would they have needed traffic ...

Useful further reading: *Shell book of firsts; Dictionary of science and technology* (Academic Press)

3 Goin' back to my roots

Everybody thought I was crazy even to think about going back to find my roots. I had been in New York for so long now, they said, and become so thoroughly Americanised that I would have nothing in common with people from that 'backward' Mediterranean village our family had left behind more than thirty years ago.

'You are not one of them,' warned my mother, 'they will take every dollar you have.'

'The old ladies in the village will mix you some kind of magic potion to make you fall in love with one of the village girls,' protested my aunt, 'and you'll be trapped there for life.'

'You will not be free like you are here,' added my father, 'you cannot spend more than a minute alone with a girl without compromising her reputation.'

No one could understand that I needed to go to discover who I really was. I was convinced that I could not go forward in my life without finding out and accepting where I had come from. Yet if my parents had been honest with me and told me the real reason for their emigration then I ...

1 Imagine you were returning from America to your homeland for the first time in many years, how would you feel? What would be the first things you would do? What differences would you notice? Would you see things through different eyes?

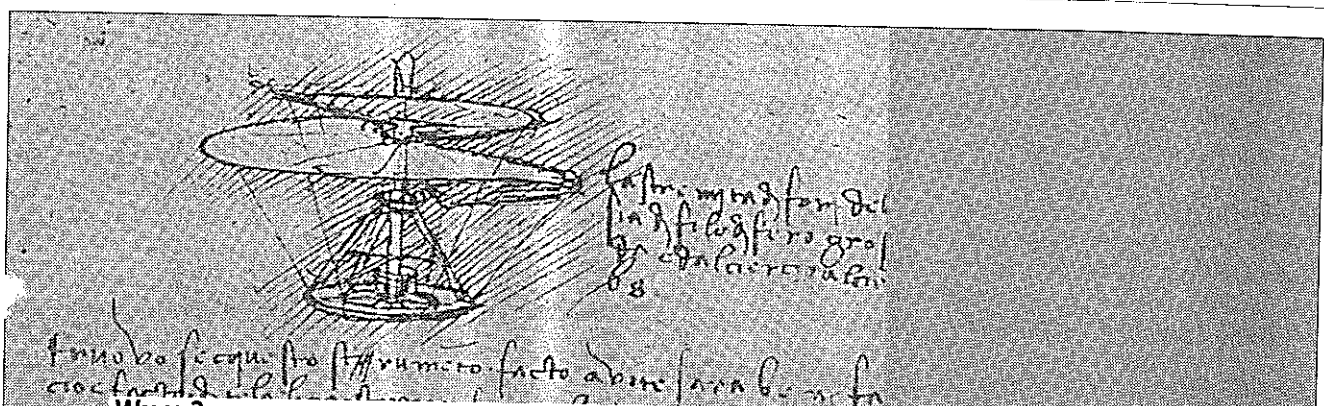
2 What must it be like to be uprooted from your homeland? How would you find living in a foreign country?

3 What advice would you give to an immigrant to your country?

4 Where do you consider to be your real 'home'? Is it important to have 'roots'? How often do you visit your birth place?

5 What conditions have led to the general feeling of 'rootlessness' in many parts of the world?

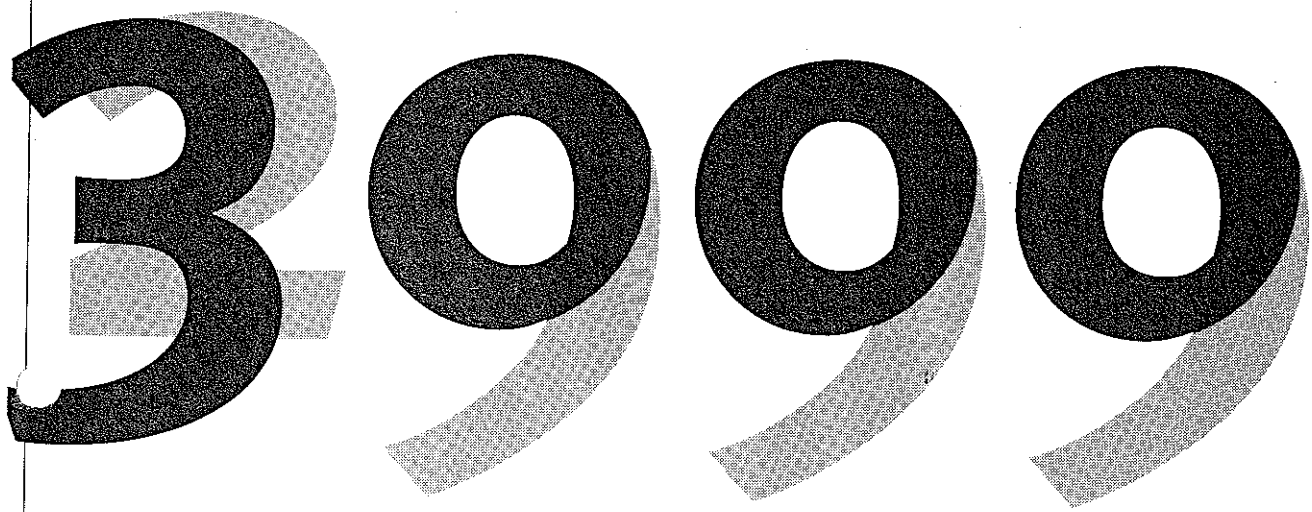
4 Firsts



WHAT?	WHERE?	WHEN?
Beauty contest	Belgium, France, Spain, USA	1778, 1888, 1928, 1968
Coffee drinking	Arabia, Brazil, Ethiopia, Turkey	1000, 1200, 1400, 1600
Diagram of flying machine	Italy, Persia, Russia, USA	1492, 1592, 1703, 1903
Electric chair	China, South Africa, USA, ex USSR	1819, 1890, 1949, 1990
Playing cards	Albania, China, India, Poland	1000, 1200, 1400, 1600
Printed book	China, Egypt, Greece, Turkestan	868 BC, 968 BC, 868, 968
Sandwich	Australia, Canada, England, S. Africa	1562, 1662, 1762, 1862
Telephone conversation	Cuba, England, Italy, Sweden	1829, 1849, 1869, 1889
TV transmission	England, Italy, Japan, Taiwan	1905, 1925, 1945, 1965
Traffic lights	Denmark, England, Germany, Uganda	1868, 1878, 1898, 1908
Use of + and – signs	Egypt, Greece, Holland, Korea	714 BC, 614, 1014, 1514

Predictions

1 In 1,000 years ...



In an astonishing new book, Your past in the future, Dr Marlon Grapefruit, an American pioneer in the science of futurology, examines how our entire way of life will have changed in 1,000 years' time.

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2 The year 3000

a There will be no passports and people will be able to travel and work exactly where they like.

b Men will be able to have children.

c With electronic telepathy we will be able to communicate mentally with anyone we choose.

d Most food will be in pill form.

e Icebergs will be towed to those countries needing water.

f There will be fewer people and fewer differences between rich and poor.

Predictions

3 Crystal balls?

- Before giving out photocopies, brainstorm students on various methods of fortune-telling. Write their suggestions on the board, and add any that they don't mention. Now give them their page and tell them to find which methods are illustrated.

The illustration shows examples of: tarot cards (cartomancy), crystal ball (mirrormancy), tea leaves, dice, bumps on the head (phrenology), palms.

- Get students to discuss whether they believe in or have tested any of these methods, if they've ever had their hand read, etc. Then move on to the statements. Against each statement they should write how probable the events are likely to be. They could also predict what they think will happen to their partner and then compare results. In any case they should discuss their solutions.

4 Fortune-telling rhymes

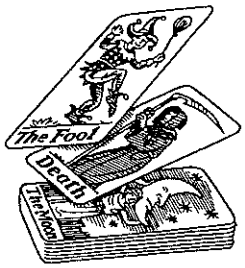
- Students look at the fortune-telling rhymes. Traditionally, in Britain after you have eaten a fruit pie (e.g. with plums), the number of stones left on your plate corresponds to a prediction about your wedding and future married life. Students have to match the rhyme with one of these interpretations:

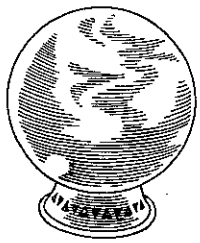
1 What kind of man will you marry?
2 What kind of woman will you marry?
3 What kind of profession will you have?
4 When will you get married?
5 What transport will you use to get to the wedding?
6 What type of cloth will you wear to the wedding?
7 What will you have on your feet?
8 What kind of house will you live in?

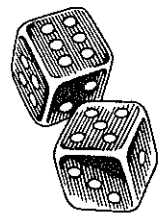
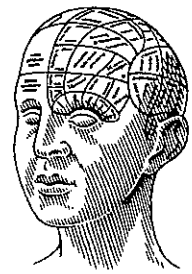
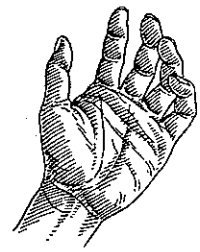
1 *tinker ...* **2** *lady ...* **3** *army ...* **4** *this year ...* **5** *coach ...* **6** *silk ...* **7** *boots ...* **8** *big house ...*

Predictions

3 Crystal balls?





1 I will be happier in 10 years' time than I am now.

2 By the time I am middle-aged I will be much richer than my parents were at the same age.

3 In 10/20 years my best friends will still be the same as they are now.

4 My children will have a better future than me.

5 In five years I will still be doing the same job/still at the same school.

6 In 10 years I will have achieved all of my most important ambitions.

7 In 20 years my political and religious ideas will not have changed.

8 I will still be living in the same place in five years' time.

9 My love life will always be difficult.

10 In the near future I will have understood the meaning of life.

4 Fortune-telling rhymes

Lady, baby, gypsy, queen,
elephant, monkey, **tangerine**

Tinker, tailor, soldier, sailor,
rich man, poor man,
beggarman, **thief**

Coach, carriage,
wheelbarrow, **dustcart**

Silk, satin, cotton, **rags**

Army, navy, medicine, law,
church, nobility, **nothing at all**

This year, next year,
sometime, **never**

Boots, shoes, slippers, **clogs**

Big house, little house,
pig sty, **barn**

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Quizzes

1 A quiz is

- Students read the four possible origins of the word 'quiz' (question 1). In groups they decide which is the most likely. They all refer to various uses over the last 250 years, though the *Oxford English Dictionary* claims that the word is of obscure origin and disputes the authenticity of the Dublin story.
- Students then discuss the four statements in question 2. This could lead on to the following discussion areas: Why are women more interested in discovering their personality than men? Are men less sensitive? What are the fundamental differences between the sexes? Are TV quizzes educational or simply frivolous? Can students think of a new idea for a TV quiz game? Do students like board games like 'Trivial Pursuit'? Do they have any particularly strange quiz games in their country? What are the pros and cons of oral and written testing?

2 What would you do?

- Individually students read all the questions and think of possible answers. They then choose a few questions to ask their partner (make sure they formulate the questions correctly and don't merely say 'What do you think about question 1?').

Listening

- Students hear several people's answers to some of the questions. Tell students that the same question may be answered by more than one person.

1 *b* 2 *c* 3 *h* 4 *i* 5 *b* 6 *e* 7 *i* 8 *a*

1 No, I wouldn't have any. I know it's easy to say so now, but I really don't think it would be fair on them.

2 This happened to me once and I was really annoyed, I mean they're obviously going to know it was you who deleted it, so you might as well tell them anyway.

3 I think I'd just forget it, but if they asked me again for some money then I'd probably remind them about the last time.

4 I'd probably swap my fork with someone else's when no one was looking, otherwise I'd deliberately drop it and ask for another one.

5 I suppose it depends on how serious the disease is, and anyway you've no way of knowing that they're going to inherit it anyway.

6 I don't think you can judge someone on one meeting only. So for the moment I wouldn't say anything and then perhaps afterwards I'd drop a few gentle hints that suggest that I wasn't too keen on this person.

7 I'd have to tell them. I can't stand eating with dirty cutlery.

8 I actually keep all my most precious things all together in case of emergencies. They're all in a little bag. So I suppose I'd just grab the bag and run.

Quizzes

1 A quiz is

1 Which of these do you think is the true origin of the word 'quiz'?

a In the eighteenth century a quiz was an odd or eccentric person, who dressed strangely and said bizarre things.

b 'Where did you get that quiz of a hat?' says a character in one of Jane Austen's novels, meaning 'where did you get that strange looking thing on your head?'

c Practical jokes in the nineteenth century were known as quizzes.

d In 1780 a Dublin theatre manager bet that within 24 hours he could introduce a new word into the English language. He went around all the walls of the town writing up his mystery word and not long after the whole town was guessing what a quiz might be. He had won his bet!

2 True or false?

a Men do more personality quizzes than women.

b Psychological tests and quizzes are meaningless.

c TV quizzes are stupid and only stupid people watch them.

d You can test someone's knowledge better by an oral test than a written test.

2 What would you do?

a Your house is on fire. You've got three minutes to save a few things.

b You have a hereditary disease and you're thinking of having children.

c You borrow someone's computer and accidentally delete something off the hard disk.

d You inherit a million pounds from an unknown relative.

e Your best friend introduces you to their new partner. The new partner is totally obnoxious.

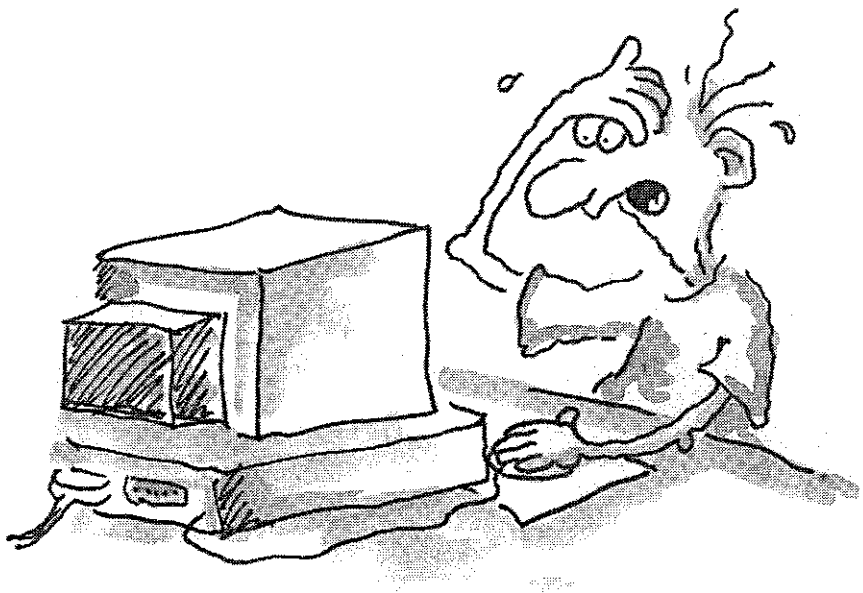
f You are shipwrecked on a desert island. The only way to survive is by eating someone.

g Your teacher picks on you for no apparent reason.

h You lend someone $10. After two weeks they still haven't paid you back.

i At someone's house for dinner, your place has been set with a dirty fork.

j You dream that a friend of yours is going to have a terrible accident.



Quizzes

3 Do you agree?

- Students read all the questions individually and answer them as quickly as possible, only writing 'yes' or 'no'. Then they choose three to discuss with their group or partner. Now they can say 'it depends' providing they specify what it depends on.

Follow-up

- Students imagine that they had to answer the questions (1–10) as part of a job interview. In groups they discuss the following questions: (a) What do you think the interviewer could tell about you from the way you've answered the questions? (b) What do you think the 'right' answers are, or how do you think a potential employer would want the perfect employee to answer? (c) Do you think such tests have a valid place in interviews?
- Then students imagine that they want to join a religious group. Would they want to alter any of their answers in order to guarantee admission into the group?

4 A mix up

- Individually students first choose the most suitable answers. Then tell them that they came from three different quizzes. In groups, get them to discuss possible titles for the three quizzes.
- Now tell students that the titles are **A** 'How confident are you?', **B** 'Do you trust others?' and **C** 'How much do you think about others?' Ask them to sort out the three quizzes. Some of the questions could fit in more than one category – this is deliberate, to promote discussion. However in my own mind when I invented the quiz I did it on the basis outlined in the key.
- Finally discuss their original written answers in pairs.

Key **A** *3, 4, 8* **B** *1, 2, 5, 9* **C** *6, 7, 10*

Quizzes

3 Do you agree?

1 You learn more by reading than by taking part in a group discussion.

2 Money cannot bring happiness.

3 The best way to handle people is to tell them what they want to hear.

4 Love is more important than success.

5 Getting a good job depends mainly on being in the right place at the right time.

6 As far as world affairs are concerned, most of us are victims of forces we can neither understand nor control.

7 One should always be willing to admit mistakes.

8 The number of friends you have depends on how nice a person you are.

9 A good leader expects people to decide for themselves what they should do.

10 It is important to have traditions.

4 A mix up

1 **Which do you prefer to travel by?**
(a) train
(b) car
(c) plane

2 **You're at a restaurant where you've never been before, do you check the bill?**
(a) no
(b) of course
(c) only if it seems too high

3 **You ask someone a question and they don't answer, what do you do?**
(a) repeat the question
(b) get embarrassed and keep silent
(c) get angry

4 **Compared to other people are you ...?**
(a) better than them
(b) pretty much the same
(c) quite different

5 **A friend asks you to lend them something you really treasure, how do you feel?**
(a) rather reluctant
(b) you never lend prized possessions
(c) happy to oblige

6 **You're fifteen minutes into a long car journey towards a holiday destination with some friends. You suddenly realise you've forgotten your camera. No one else is interested in taking photos. What do you do?**
(a) ask the driver to turn round
(b) say nothing
(c) buy another camera when you arrive at your destination

7 **You're at a lecture in a foreign country which is being given by someone of your own nationality who doesn't speak the local language. The interpreter makes a crucial mistake which could lead to the audience misinterpreting your compatriot. What do you do?**
(a) say nothing
(b) intervene at the end of the lecture
(c) diplomatically interrupt the interpreter

8 **Looking six months ahead, how do you feel?**
(a) great – nothing can go wrong
(b) a bit worried
(c) indifferent

9 **You're in a train compartment with a complete stranger. You want to go to the toilet. What do you do?**
(a) take all your luggage with you
(b) just take your money
(c) leave everything there

10 **You're waiting for a bus. You overhear an ice-cream seller charging a tourist far too much for an ice-cream. What do you do?**
(a) tell the tourist
(b) smile and laugh to yourself
(c) report the ice-cream seller to the authorities

Responsibilities

Warm-ups

- Students discuss the responsibilities of the people in the relationships (1–8) listed below. Students should consider the responsibilities from both points of view, i.e. a company's responsibilities towards their workers and vice versa. 1 doctors and patients 2 teachers and students 3 priests and the community 4 artists and their public 5 footballers/rockstars and their fans 6 police and the community 7 politicians and the electing community 8 citizens and their nation

- Brainstorm students on jobs which demand great responsibility. Compile a list on the board, then in groups students have to rank the four most important. Possible contenders: airline pilot, army commander in chief, doctor, judge, mother, president of USA or UN, teacher. Just how responsible are such people in real life?

1 Coming of age

- Students first discuss what they think are the right ages for doing the various activities. They should then look at the ages, and try and match them with the activities. These are the ages stipulated by English law. Tell students that there are ten activities but only eight ages. This is obviously because the ages of having a child and coming home at night cannot be regulated by law – but let students themselves decide about this.

ⓘ One definition of responsibility is the ability to act or decide on one's own without supervision, which entails being able to take rational decisions and being accountable for one's own actions.

Sources seem to disagree on these ages: have a child (?), drive (17; 16 in the US), drink alcohol in a public bar (18), come home at whatever time they want (?), own a gun (15 – this should provoke some discussion), marry with parents' consent (16), buy cigarettes (16, but you can smoke at any age), vote (18), be responsible for a crime (14, no prison until 21), buy a pet (13).

Writing

- Students write about one of the following: (a) 'We are born responsible, we do not become responsible.' Discuss. (b) 'We are totally responsible for what happens in our lives – we should never blame other people or circumstances for our own mistakes and misfortunes.' Discuss.

Listening

- Students hear some people talking about what they think the right ages are. Students' task is to identify which activity is being talked about, and the age (where possible).

1 *drive, 18* **2** *drink, 18* **3** *gun* **4** *crime, 6* **5** *coming home*

1 I would, I think there's nothing wrong with em getting your licence when you're 18, which means you would learn to begin driving at about 17.

2 Oh, I think 18 is quite young enough to start drinking in a public bar.

3 I don't know that it's necessary to own a gun at all.

4 I think that anyone over the age of 6 should be responsible for a crime. Children are perfectly aware of what they are doing, if they steal something, they know they are stealing it, they know it's wrong.

5 If you want your child to be responsible I think it's a good idea to let them decide when they come home at night.

2 Criminal responsibility

- Ask students to read the two extracts, and to discuss the implications in pairs.

ⓘ A: This extract (based very loosely on a true story) should provoke a discussion about the expense of trials and what they actually achieve. Students should think about whether someone's circumstances and state of mind should be taken into account. For example, some legal thinkers favour trying to eliminate moral judgements about responsibility and guilt from criminal law, and concentrating on achieving its social purposes: to protect society and reform the prisoner. Students should also think about whether we should consider more the responsibility we have towards society, the victim or the criminal – do we think too much about rehabilitating the criminals rather than helping the victims?

B: This extract (from G. Gurdjieff: *Meetings with remarkable people*) should encourage a discussion about personal responsibility and at what age someone becomes responsible for their own actions. The extract implies that women become maturer earlier than men. Do students agree with this?

Writing

- 'Responsibility educates.' Discuss.

Responsibilities

1 Coming of age

be responsible for a crime

buy a pet

buy cigarettes

come home at whatever time they want

drink alcohol in a public bar

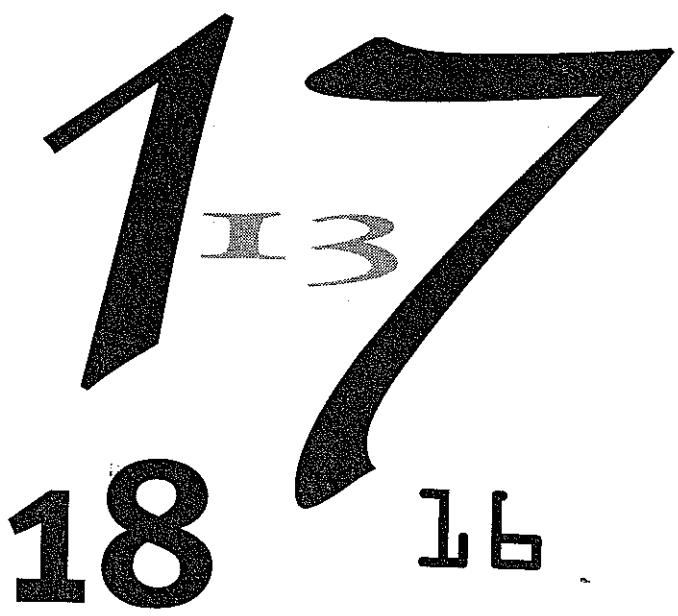
drive

have a child

marry with parents' consent

own a gun

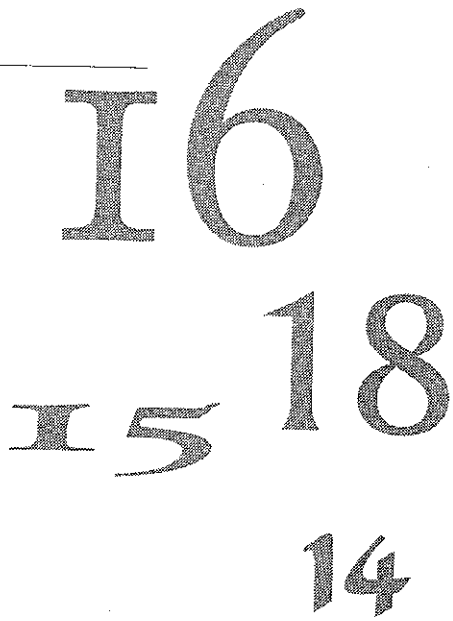
vote



2 Criminal responsibility

A

A woman goes into a supermarket, steals a frozen chicken worth $5, puts it under her hat and is caught before she can get outside. She is taken to court. Her defence lawyer argues that she has been suffering from post-natal depression and is therefore not responsible for what she has done. The prosecution argues that no-one can put a frozen chicken under their hat without realising what they are doing. The case takes three days to resolve – the jury of twelve decide she was responsible and the judge fines her $50. Total cost of the trial? $50,000 (and that's only in terms of money, not the hours lost). It would have been much cheaper if the supermarket had just given her the chicken.



B

Until adulthood (males 20–23, females 15–19), man is not responsible for any of his acts, good or bad, voluntary or involuntary; solely responsible are the people close to him who have undertaken, consciously or owing to accidental circumstances, the obligation of preparing him for responsible life.

Responsibilities

3 Irresponsible?

- Students read the text and read the questions without discussing them.

Listening

- Before discussing the questions, students listen to pieces 1 and 2. Their task is to understand which questions are being talked about (the speaker is obviously being provocative).

1 *b* 2 *c*

- Students then discuss the questions in groups and then listen to pieces 3 and 4. Their final task is to decide whether they agree with the male speaker or the female speakers.

1 I think we are responsible for our health. I'm not a smoker and I don't see why I should have to pay for smokers' illnesses. They know perfectly well that they shouldn't be smoking, I don't care how difficult it is for them to stop. My father actually stopped with three sessions of hypnotism, and he'd been smoking since the age of fourteen, so it can be done. And even if it can't be done, that's really their problem not my problem. If I decide to bash my head against the wall and then I have problems with my brain, then that's really my responsibility, I don't see it's responsibility of society.

2 I think very fat overweight people should not be given heart heart transplants. A heart transplant typically gives the patient an extra four years. The expense of the operation is phenomenally high and I think that money could be better spent, for example, on pre-natal care.

3 I think that's atrocious because a lot of smokers don't smoke because they want to any more but because they're addicted. So surely you should help them to get better anyway. Who are you to decide; you're not God.

4 I don't think withdrawing treatment should be a form of punishment. I think we should be trying to help those people who are overweight or smokers to er to get over their problem.

(b) Many smokers (and a few non-smokers) argue that as the government makes vast sums of money out of taxing cigarette sales then they have a moral responsibility to make amends for any negative health effects that smoking may cause. This can be countered by the fact that most governments put health warnings on cigarettes now.

4 Heaven's gates

- Tell students to rate the cases in terms of how irresponsible these people are (i.e. from least to most irresponsible). They should do this individually, and then in groups compare their answers. Students should also decide who the people are being irresponsible to.
- Alternatively, cut the sentences up into strips. Lay these face down at each group's table. Tell them that they are members of a jury at the gates of a Very Responsible Heaven. Their task is to send down the really irresponsible people to hell. One member of the group takes one of the strips of paper and says, for example, 'I am pregnant and I smoke'. This student then has to justify her/his smoking and the other members have to decide whether to send him/her down to hell. Then another student takes a strip, etc.
(I am indebted to Bob Hastings for this idea).

Extra

- Get students to look at the photos, and to discuss whether their conscience and sense of responsibility is touched by them. Get students to think about current wars, starvation crises etc. around the world. How much is their and other governments doing to help such people? And on a personal level what are they doing? Are we in any way responsible for the tragedies of other countries?

Writing

- 'Sin with the multitude, and your responsibility and guilt are as great and as truly personal as if you alone had done the wrong.' (Tyron Edwards) Discuss.

Responsibilities

3 Irresponsible?

In a recent controversial case, a doctor refused to treat a patient whose heavy smoking had caused his health problems. The doctor felt that money was much better spent on non-smokers whose chances of long-term survival were much greater. Some doctors may have also considered refusing to treat overweight people who need heart transplants; their excess fat means that their life span may only be extended by a year or so, which, the doctors claim, hardly merits the high cost of the operation.

a How responsible are we for our health? Do we place too much reliance on government health systems and private insurance schemes?

b Should smokers be refused the same health treatment as non-smokers?

c Should overweight people be given heart transplants?

d Should fair-skinned, very frequent sunbathers (and solarium members) be refused treatment for skin cancer or at least have to pay out of their own pocket?

e Should people who participate in dangerous sports be obliged to take out health insurance rather than relying on state assistance if they have accidents?

4 Heaven's gates

1 A mother who smokes while pregnant.

2 Parents who let their children watch pornographic and violent films.

3 Someone who drives at 220 kph on the motorway.

4 People who have big dogs and live in flats.

5 A group of people climbing on a difficult mountain despite a bad weather forecast.

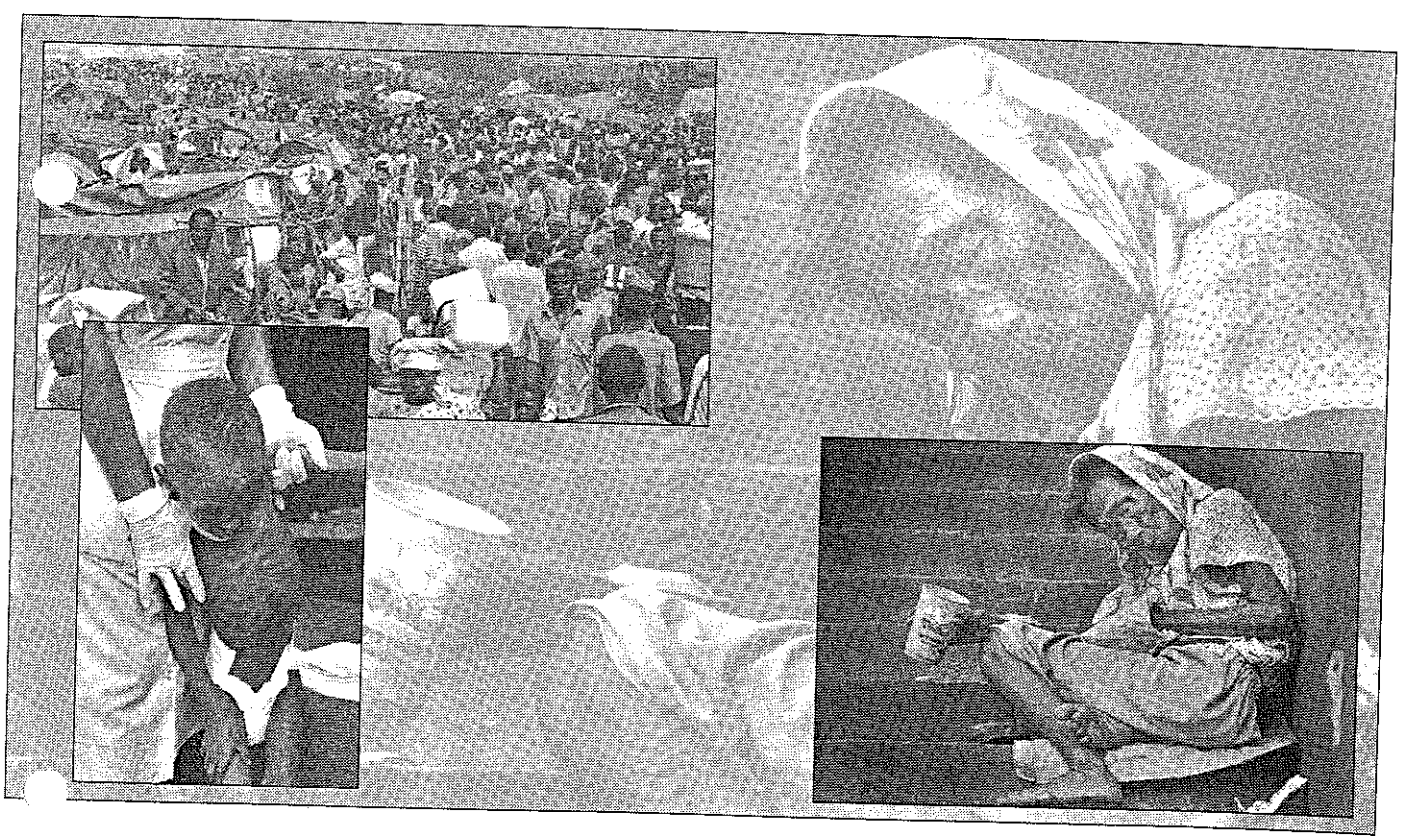
6 People who leave cans, plastic bottles etc. on beaches and other places of natural beauty.

7 A teacher who never prepares his/her lessons.

8 Someone who drinks a bottle of wine and then drives.

9 Producers of arms/weapons.

10 A couple of Jehovah's witnesses who refuse to let their child have a blood transfusion.



School

Warm-up

- Dictate the following questions – students discuss their answers in groups. What is the best thing about school? The worst? The funniest thing that [has] ever happened to you at school? Your best teacher? Your worst teacher?

Listening

- Play the two pieces without any introduction. Students' task is simply to understand what the speakers are talking about. Get feedback and use this to initiate a conversation on whether students should be divided according to ability or age. If students say age, ask them how they would feel if their English courses were divided according to age rather than level.

1 Well, basically according to age, but, as all Asian countries for cultural reasons, if a child is found to be particularly talented they can actually jump the classes and be admitted into classes two or three classes higher than the one which according to their age they should get into.

2 I think there's something to be said for both sides. I feel that a child who is put in a class according to his ability would always perhaps be younger if if he were a clever boy, would be younger than the rest of the children that he grows up with in the school, and he might lose out especially when he gets to the top of the school there would be perhaps a bigger difference in their age. On the, and if he's kept with his age group I think there's the danger that he would not be extended.

1 Subjects

- Students look at the list of subjects, answer the questions and then discuss their answers in groups.
- As an alternative to the exercise on student's page, brainstorm students on all subjects taught in schools, adding any that students have forgotten. In groups tell them to choose the six most important subjects, rank them, and to add at least two subjects that are not taught in schools that they think would be useful (e.g. memory skills, social skills, newspaper reading, film studies, first aid, environmental and peace studies, plumbing, electrics). In small classes get direct feedback from groups, in larger classes one member of each group should go to another group and explain and discuss his/her group's choices.

2 Teachers

- Give students this information: You are members of the board of governors of a school (real or imaginary). You have to cut down on expenses. Which of the following would you do? 1 Increase the numbers of students per class. 2 Eliminate certain subjects – which ones? 3 Reduce the number of hours spent at school either by reducing the length of the school day or by reducing the number of hours. 4 Sack inefficient teachers – which ones?
- This exercise works well with younger students and even better if they are all from the same school. Encourage them to think about the consequences of their actions but not only in terms of saving money.

Listening

- Students hear two stories (both true!) told by teachers about their lessons. Low level students can simply match the illustration with the anecdotes.

Questions: **1** Why did the first teacher invent an eighth day? What did he call it? **2** What was the purpose of the second teacher's lesson? Why did it go wrong?

1 *To catch those students out who automatically copied everything down. Myday.* **2** *To discuss silence and the reluctance of people to react when they don't know what's going on. Teacher fell asleep.*

1 Actually it was one of the first lessons I'd ever taught, when I first began teaching. I had this beginners class, right, and I'd noticed that everything I wrote down on the blackboard they'd copy down into their books. So we were doing the days of the week, right, and I wrote them all up on the board and I decided to write an eighth day and called it 'My day', and sure enough there were some who diligently wrote it down. I then tried to convince them that in Australia we had eight days a week, but they didn't fall for that one.

2 I've always been interested in psychology and I decided to try out an experiment of my own. I had this advanced class and I wanted to do a lesson on speech and silence. The idea was that I'd go in the class, sit down and say nothing and then see how long it would take for someone in the class to say something. Then the students would be able to compare what they'd been thinking during this silence, plus a general discussion on how silence can be embarrassing, and also why people find it difficult or are reluctant to say something when they don't understand what is going on. The fact is that I fell asleep, this was the last lesson of the day and I hadn't slept much the night before.

- Then, in groups, students discuss the questions on their page. From the results of their answers they should then be able to come up with a definition of an ideal teacher. Get feedback from all the groups and students can then write up a definitive version for homework.

School

1 Subjects

English	geography	psychology	home economics
other foreign language	biology	philosophy	astronomy
your own language	chemistry	religion	arts and crafts
Latin	law	sociology	physical education
literature	mathematics	politics	
history of art	music	economics	
history	physics	computers	

Which of these subjects is the:

- easiest
- most difficult
- most interesting
- most boring
- most useful now
- most needed in the future
- least needed in the future
- one that you'd like to study / have studied but don't/didn't like

2 Teachers

1 What do you learn from your parents that you don't from your teacher? Who do you learn more from?

2 Do you prefer being taught by a male or female teacher? What difference does it make?

3 What is the difference between having a young inexperienced teacher and an old experienced one? Does expert knowledge of a particular subject necessarily imply an ability to teach that subject?

4 Should teachers express their political views in class? Why? Why not?

5 Is the teacher always right? Should you question what the teacher says?

6 Which teacher role is more important – teaching facts, methods and ideas or getting students to learn how to learn?

7 Why is it important for teachers to have a sense of humour?

8 Should teachers call you by your first name or family name? How should you address them?

9 Do you prefer strict teachers or easy-going ones?

10 What do you think a teacher's classroom nightmares are?

11 What subjects are the easiest and most difficult to teach? Why?

12 Are teachers highly respected in your society? Are they paid well?

13 What do you think of this saying? 'Those who can, do, those who can't, teach.'

14 If you were a teacher trainer, what would be the most important things to teach your trainee teachers?

3 Exams

- In groups, students decide whether the statements on their page are true or not. Encourage them to look at the arguments from both points of view, even playing the devil's advocate where necessary.

4 Bright ideas?

- This exercise works best with school children, but is also successful with parents. Tell students that these letters were written by four people taking part in a competition (by the Institute for Social Innovations, Global Ideas Bank) for ideas on how to improve education and parent-child and youth-community relations.
- Divide the class into four groups and assign each group a letter. Their task is to decide how they would put into practice the idea suggested in the letter. Students should be encouraged to extend the ideas as much as possible and to think of all the possible consequences. For example, when discussing community service they should consider when they would do it, for how many hours (and years), what kind of services are needed and what they could offer, what would be the benefits not only to the community but also to the participants themselves, etc.
- Rearrange the groups so that there is at least one member of each project in each new group. Students now explain to each other what their original group decided. They then vote on the best idea. Finally, get class feedback and decide as a whole class what the most interesting, practical or useful idea was.
- Put students into pairs and ask them to act out one of these role-plays. Choose a good pair and ask them to act out their piece in front of the class.
  (a) Child telling parent that he/she's failed an exam.
  (b) Child telling parent that he/she wants to leave school and get a job.
  (c) Parent telling child that he/she (the child) must leave school and get a job.
  (d) Headteacher telling another teacher that his/her teaching is not up to standard.
  (e) A teacher/professor telling student that they might as well stop studying as they have no chance of progress.
  (f) Teacher telling parent that child has been bullying another child.
  (g) Parent complaining to teacher that he/she has been victimising their child.

3 Exams

1 Exams are the most effective way to test a student's knowledge and ability.

2 The best way to study for an exam is to do it with a fellow student.

3 When preparing for an exam it is better to study a few points in depth, than everything superficially.

4 Rather than studying for hours on end, it is better to study in hourly blocks interspersed with short breaks.

5 It is impossible to study efficiently with background music playing.

6 The time spent preparing for exams would be better spent learning new things.

7 There is no point studying the night before the exam.

8 Nerves help you to perform better in exams.

9 Dictionaries and calculators should not be allowed to be used in exams.

10 Exam time is worse for students than for teachers.

4 Bright ideas?

a

My schoolmates and I have been doing community service for nearly a year now, and we just wanted to share with you some of our experiences. We all know that this town is a complete mess – no places for us to go, beggars in the streets, old people lonely at home, vandalism, graffiti and litter everywhere ...

b

I'm 16 and two weeks ago I signed a contract with my parents on how they want me to behave and what I expect from them in return. Already my relationship with them has really got better, and I'd recommend it for all teenagers like myself who have difficulty getting on with ...

c

While I was on holiday in America last summer I watched an amazing TV programme. There was a DJ and four or five teachers and you could ring in and ask them questions about your homework. Apparently in the first week they got more than 20,000 callers. Why don't we ...

d

Our school has just begun a wonderful new project. Instead of teachers doing all the teaching, we teach each other for a few hours a week. At the moment we're just doing this within one class, but we're thinking of getting older children to teach younger children, and maybe even ...

Time

Warm-ups

- Dictate the following activities to students: food preparation, eating, dishwashing, housekeeping, shopping, school/paid work, studying at home, travelling, physical exercise, meeting friends/going out, watching TV, reading/hobbies, personal care/hygiene, sleeping (and any others they can think of). Students then have to write down how much time (in hours) in a week they spend doing them. When they have written the number of hours for each item, tell them to total them up and see how accurately they accounted for their time (there are 168 hours in a week). They can then make any adjustments they want.

- In pairs, they now ask each other questions, e.g. How much time do you spend doing x? How many hours do you ...? Do you spend as much time doing x as you do y? What do you spend the most/least time on? What would you like to spend less time on? When you were younger did you use to spend more or less time on x?

- Do times vary between men and women? If so, why? How does this compare with how students used to spend their time say 5/10/15 years ago? How does this compare with their parents' generation? Has the proportion of time we spend doing certain things changed much over the past 15 years? How will it change in the future? (e.g. less work more leisure, more time saving devices).

1 Clocking out

- Students read the text and then discuss questions in groups.

2 Tomorrow

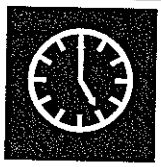
- While reading the text, students should underline what they consider to be the three most and three least important future developments. They should then discuss these in their group.

Writing

- 'It is one of our few possessions in life, that we cannot foretell the future' (Ivy Compton Burnett). Discuss.

Time

1 Clocking out



We tend to forget that we didn't always have clocks. The majority of people's days were regulated by the cock crowing and the sun setting. It was only really during the Industrial Revolution, when factory workers' hours needed to be checked, that clocks really became an essential item. With the advent of the railway too, accuracy in time-keeping was more necessary.

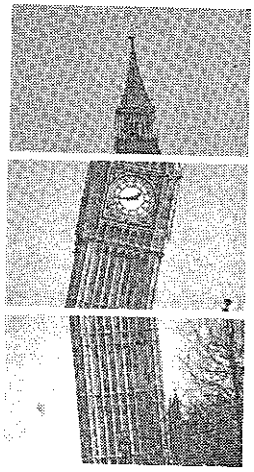
1 What would life be like if we didn't have clocks? Would there be any advantages?

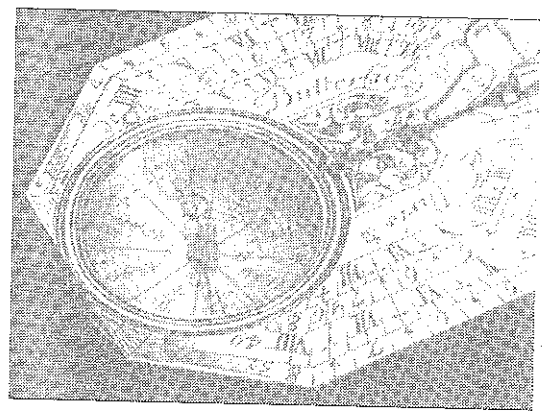
2 In what areas of life is an accurate clock or watch crucially important?

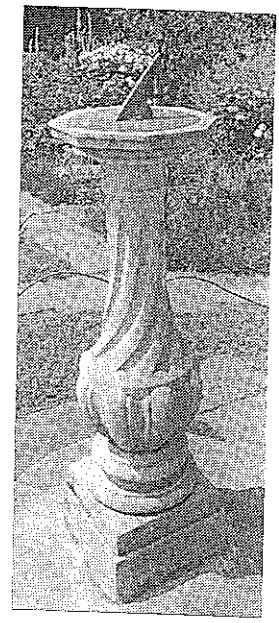
3 What would be the consequences of the whole world being at the same time (e.g. it would be 12 o'clock in London, New York and Sydney simultaneously)?

4 How many hours do you think should be in the working/school day and week?

5 Do you ever feel that you would like to step out of time? Why, and what would you do?







2 Tomorrow

WHAT IS TOMORROW GOING TO BE?

Who can tell what inventions, new dimensions, and revolutionary ways of life will come into being? Free travel to other planets? No money, or money in a different form? One government all over the world?

▶ Perhaps new sounds and colours will appear. We may be able to enter the fifth, sixth, and seventh dimensions. We will converse intelligently with all the animals on earth.

▶ We may find contact with other times, and be able to communicate with the dead. The future and the past will be open books to us.

▶ We may be able to create new life at will, without the bother of conceiving and giving birth. We might have more control over our own bodies, and grow new limbs and organs as we need them.

▶ There will no longer be banks and taxes and fines; there will be much more sophisticated ways of doing things. The police will have gone to some other world.

▶ Thought will be all-powerful, and will be the instrument of all these changes.

▶ People will exist in several versions, eliminating jealousy. Attractive men and women will be made in hundreds of editions.

▶ There may no longer be limitations on time and space, so no one need ever again be late. Geniuses will no longer be needed; everyone can think himself a genius and it will be so.

▶ The means at our disposal will be unlimited and nothing need ever again be impossible.

Time

3 Are you a victim of time?

- Students brainstorm fictional (or factual) attempts at beating time and space, e.g. H.G. Wells' *Time machine*, the films *Back To The Future, Dr Who, Total Recall, Star Trek*. Students discuss whether it will ever be possible to move back and forward in time. Alternatively students discuss films or literature which attempt to recreate a period of history or a time in the future. What are the implications for the production teams making the film? What do they have to take into consideration when recreating the period? How important is it to get the details right?
- Students now read the short passage and answer the questions. Then in groups they decide which questions are aimed at discovering whether someone lives (a) in the past (b) in the present (c) in the future.
- Students analyse each others' answers and should imagine that they are psychologists who have to give their 'patients' advice on their relationship with time.

past: *1, 3, 6, 9a* **present:** *5, 7, 8a, 8b, 9b* **future:** *2, 4, 8c, 9c*

4 How long? How old?

- Ask students to read all the questions and add any more they wish to add. They then turn over their photocopy, and in pairs ask each other the questions that they remember.

Listening

- Students hear some people's answers to the questions on student's page. Students' task is first to identify the question, and then to write down the time or age.

1 *a (half an hour)* **2** *e (forever)* **3** *g (7 years old)* **4** *e (impossible)* **5** *a (20 minutes)* **6** *g (10 years old)* **7** *b (16 years old)* **8** *k (snow – ten)* **9** *a (thirty minutes or a quarter of an hour)*

1 It depends really what time I went to bed the night before, but probably about half an hour, just enough time to have a quick cup of coffee and then off to work.

2 Takes me forever actually. I can't understand them at all. And, my mother always asks me to to do them for her, but I am no better than she is really.

3 I remember that very clearly. I was about seven. And I remember spending the whole morning sitting on my bicycle completely stationary, trying to balance and not fall off.

4 I can't understand instruction manuals, no matter how many times I try and read them they are absolutely impossible, especially ones for video recorders.

5 It takes me about 20 minutes to get ready to go to work.

6 I learned how to ride a bike, this is embarrassing to say, when I was about ten years old, and the rest of my family and all my friends used to ridicule me. And that's probably why it took me so long. It also took me about the same amount of time to learn to swim.

7 The first time I went on holiday without my family was when I was 16 and I went on a tour of the world on a bicycle.

8 There's not a great deal of snow in South Africa. And I think I first saw it when I was about ten.

9 If I have a bath when I get up, I think I'm bathed and dressed in half an hour. If I don't have a bath I should say I'm dressed and washed in ten minutes to quarter of an hour.

3 Are you a victim of time?

Where do you stand in the passage of time?

Do you want to spend so much time saving it that you then don't know what to do with it? Are you constantly planning for tomorrow or are you mournfully looking back into the past? Try this test and find out.

1 Do you spend a lot of time saying 'if only' or 'I wish'?

2 Do you believe that change is not only inevitable but highly desirable?

3 If they sold tickets to the past would you go there?

4 Have you ever had your hand read by a fortune-teller?

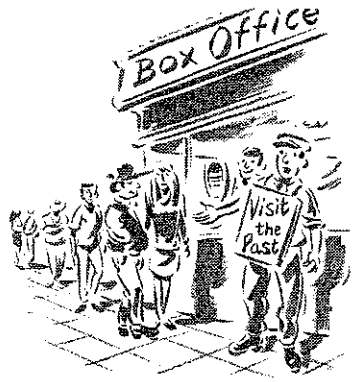
5 Would you like to wake up one morning with no memory of the past?

6 Do you keep a diary and regularly look at old photos?

7 Does the thought that the world might end tomorrow excite you at all?

8 If you won a million dollars would you
(a) spend the lot?
(b) buy a cottage in the country?
(c) invest it in stocks and shares?

9 Which of the following would you choose as your motto?
(a) Those who do not remember the past are condemned to relive it (George Santayana).
(b) Gather ye rosebuds while ye may (Robert Herrick).
(c) Forgetting those things which are behind, and reaching forth unto those things which are before, this is wisdom (*The Bible*, Philippians 3:13).



4 How long? How old?

How long does it take you to do the following activities?

a Get up and get dressed in the morning.

b Get to school or work.

c Have lunch.

d Read one page of a novel in your own language. And in English?

e Understand instructions in manuals.

f Understand jokes in your own language. And in English?

How old were you when you first did the following?

g Learned how to ride a bike.

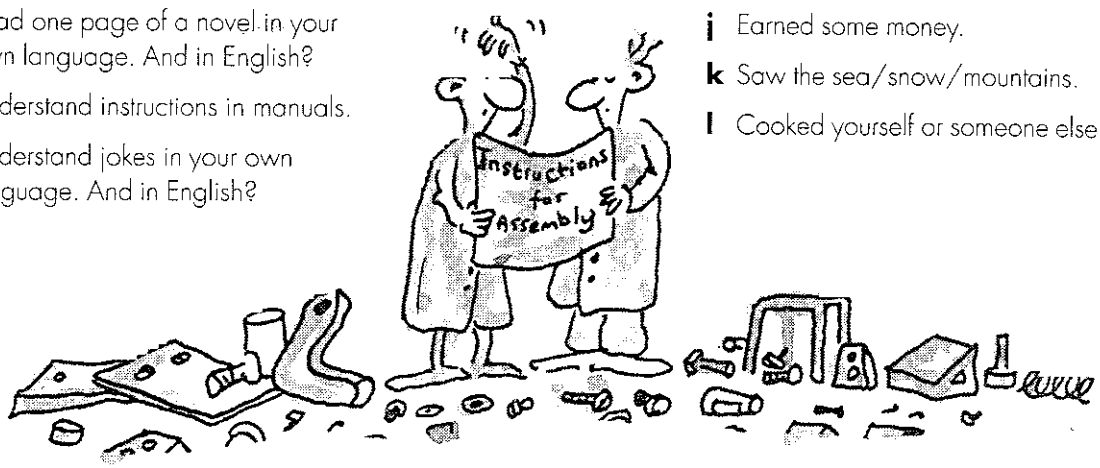
h Went on a holiday without your family.

i Had a dream in English.

j Earned some money.

k Saw the sea/snow/mountains.

l Cooked yourself or someone else a meal.



Unusual

Warm-up

- Dictate the following questions (or alternatively get students to invent their own questions):
  1 What's the most unusual experience you've ever had?
  2 Who's the most unusual person you've ever met?
  3 Where's the most unusual place you've ever been?
  4 What's the most unusual thing you've ever bought?
  5 What's the most unusual thing you've ever been given?
  6 What's the most unusual film you've ever seen?
  7 What's the most unusual book you've ever read?
  8 What's the most unusual sight you've ever seen?
  9 Who has the most unusual face you've ever seen?
  10 Who's the most unusual teacher you've ever had?

- Students then have to write the answers to at least three of the questions, without writing the number of the question. They then show their answers to their partner who has to match them with the questions. Finally, they discuss their answers.

1 Coincidences?

- Students read the text and discuss the answers in groups. Then ask students to come up with a rational explanation for the coincidence surrounding twins separated at birth. They can then check their ideas with the listening exercise.

Listening

- Students hear some rational explanations for the similarities between the identical twins mentioned in the text.
  Questions: **1** What is the logical explanation for the twins **(a)** having seven rings? **(b)** getting married on the same day? **2** What do these coincidences imply?

1a *rich husbands able to afford to buy them rings, slender hands so they'd want to show rings off, superstition, coincidence* **1b** *High statistical chance (actually 1 in 125)* **2** *Our personality and lifestyle is not only controlled by the environment but is also determined by our genes.*

A So what's the big deal?

B The fact that they both had seven rings doesn't strike you as being a bit strange?

A OK. So they both had rich husbands who could afford the rings and presumably they'd both got nice slender hands which they'd obviously want to show off, and anyway, you could say it was just chance that they both had seven; seven's supposed to be a lucky number anyway, and they both might have been superstitious. You know there could be hundreds of reasons to explain that. I mean me and my best friend, we both wear two rings on our little finger, always have done, it doesn't prove anything.

B What about the watch and the bracelets?

A More coincidences.

B Right. Well what about them getting married on the same day?

A Actually there's not much strange about that either. I seem to remember that when we did statistics at high school the teacher told us that the chances of getting married on the same day were about one in a hundred. You forget that most people get married on a Saturday, some months are more popular than others, and people tend to get married at a similar age anyway.

B But the same dress? Same flowers?

A Listen Al. What are you driving at? We're talking about genetics here, not about the supernatural. And anyway let's suppose it's not coincidence, then what?

B Well it has enormous implications. The fact that these twins were separated at birth and brought up in two different parts of the country by different parents, shows that it really is genetics, that our life may not only be controlled by the environment, but by what we inherit from our parents.

A But did you really need some whizz-kid psychologists to tell you that? I mean, what can I say? Yes, you're right. But we already knew that, didn't we?

ⓘ Here are some more explanations that are not mentioned in the listening. Some similarities between separated twins may be explained in terms of physiology. Because they share all their genes, identical twins are likely to develop the same hereditary illnesses. Medical problems can affect other aspects of life – financial, occupational, social and educational. Similarities in the economic and social conditions of life may also lead to specific similarities in behaviour. For example, people in the US who have modest incomes may be more likely to vacation in Florida, where a holiday is relatively inexpensive.

2 Cults?

- Students read all the cases (all based on fact).
- In groups they then answer the questions. Get class feedback on which case seems to be the most unusual.

Unusual

1 Coincidences?

One of the best known collection of parallels is between the careers of Abraham Lincoln and John F Kennedy; both were shot while sitting next to their wives; both were succeeded by a Southerner named Johnson; both their killers were themselves killed before they could be brought to justice. Lincoln had a secretary called Kennedy; Kennedy a secretary called Lincoln. Lincoln was killed in the Ford Theatre; Kennedy was killed in a Ford Lincoln – and so on.

Similar connections are found between identical twins who have been separated at birth. Dorothy Lowe and Bridget Harrison were separated in 1945, and did not meet until 1979, when they were flown over from Britain for an investigation by Dr Tom Bouchard, a psychologist at the University of Minnesota. They found that when they met they were both wearing seven rings on their hands, two bracelets on one wrist, a watch and a bracelet on the other. They married on the same day, had worn identical wedding dresses and carried the same flowers. Dorothy had named her son Richard Andrew, and her daughter, Catherine Louise; Bridget had named her son Andrew Richard and her daughter Karen Louise (she had wanted to call her Catherine). Both had a cat called Tiger. Dorothy loved the historical novels of Catherine Cookson; Bridget loved the historical novels of Caroline Merchant (Catherine Cookson's other pen name). They had a string of similar mannerisms when nervous ...

a Are the situations outlined in the text coincidences or something else? Can you think of any rational explanations for these facts?

b What are the implications of the fact that these identical twins had so many things in common? Is what we inherit from our parents stronger than how we are conditioned by our environment?

c Have you ever had the feeling that it's a small world when you've met someone you know thousands of kilometres away from home, or in some unusual circumstances?

d What has been the biggest coincidence in your life so far?

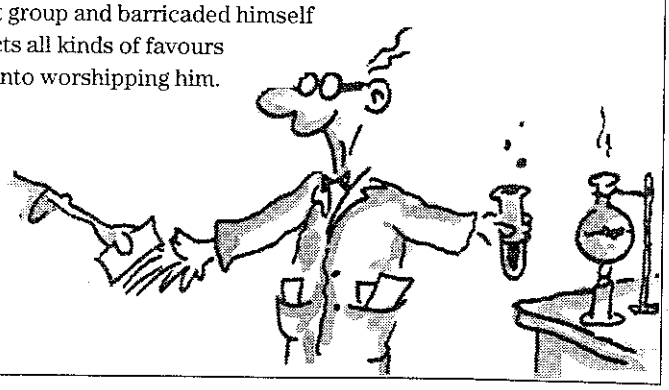
2 Cults?

1 This man claims that the cells in his body have switched their DNA programming from death to life. Many people, especially the elderly, have paid him considerable sums of money to obtain his secret of eternal life.

2 On several occasions this man has assembled members of his congregation to hill tops to await the end of the world. On previous occasions some of the more fanatical members killed both themselves and members of their family before the terrible event, as they believed that they would be able to get to heaven quicker than the others.

3 This man claims he is the Messiah. He has founded a cult group and barricaded himself and his members into a heavily armed fortress. He expects all kinds of favours from his members, all of whom have been brainwashed into worshipping him.

4 This organisation freezes its 'patients' immediately after clinical death in the hope that science will find a way to revitalize such people in the future and rejuvenate their bodies. The patients pay around $150,000 for this privilege.



1 Which of the four cases (all based on fact) seems the most unusual to you?

2 Would you become a member of any of these cult/organisations? Why do people join such cults and why do they believe their leaders?

3 Do you think any of them should be taken to court for fraudulent behaviour? If so, what sentence should they be given?

4 Supposing what these people claim is true – what would the consequences be?

3 Unusualtopia

Only for on-the-ball and off-the-wall students (and teachers!).

- Inform students that a group of people have created their own mini-Utopia which has now been successfully operating for 100 years. In groups, students have to discuss the rationale behind, and the implications of, the ten statements about the utopia, i.e. why the inhabitants decided to instigate these ideas and what the consequences are, and whether they themselves agree with the ideas.
- Now proceed either with the listening exercise (below) or ask students to match the statements with the four extracts (**A–D**) from *The Partially Correct Guide to a Better Planet*. The extracts can then be discussed in groups.

A *f* **B** *e* **C** *j* **D** *a*

Listening

- Students listen to extracts from a discussion with members of the unusualtopia. Their task is firstly to identify which statement(s) is/are being discussed (**NB** extracts may refer to more than one question), and secondly the reasons for the policy in question.
- After listening students discuss some of what they've heard and discuss whether they would like to live in this Utopia or not.

1 *f* **2** *e* **3** *i, j* **4** *b, c, g*

1 Well actually there's a very good reason for that. The first six years are spent in play groups, then the kids are ready to begin working. We don't actually call it working, but learning. They watch people doing things, like a cook making a cake, a mechanic mending a car. They help where they can and constantly gain experience. By the time they're 14 they're ready to begin really working. This stops when they're around 30 and it's only at this point that school begins. Our view is that you can't learn anything unless you experience it and nor can you teach anything you haven't experienced directly yourself. So there are no teachers as such, just exchanges of information and practical demonstrations by people who've generated their own particular interests and wish to communicate them to others.

2 Yes but this doesn't mean that there is no reward for working hard. You are actually paid more in time rather than money. If you think about it, you can't actually do much with constantly increasing amounts of money, it's far more sensible to have more time which you can use really beneficially. The result is that everyone works hard because no one wants to spend all their life in an office, factory or whatever.

3 Our philosophy is that people should be totally independent. Any kind of health service makes people dependent on it. Living with the same people the whole time may mean that you get into bad habits, you may become emotionally dependent, you may lose your vitality and routines can become very stultifying. Change is an exhilarating experience, it means progress both at a national and personal level. People also depend on their possessions, become obsessed by having more and more. If, on the other hand, you have very few, as we have here, you lose this dependence and as a consequence need no external authority, like a police force, to protect your possessions.

4 These are obviously all for environmental reasons. We've virtually eliminated air pollution, everything's solar powered, there are no traffic jams, no ugly exterior architecture and no need for paper.

3 Unusualtopia

a Women speak one language, men another.

b Buildings are all built underground.

c There is no private transport.

d All governmental decisions are taken by a computer.

e Everyone is paid the same salary.

f There are no teachers in schools.

g All books and newspapers are in disk format.

h Everyone writes down the dreams they have at night.

i No-one above the age of 18 can live with the same person/people for more than five years.

j There are no doctors and no police force.

A

What is the best age to go to school? We generally study non-scientific subjects (i.e. not physics, maths, etc.) at a point in our lives when we are possibly least able to understand what it is we are learning. This is particularly true of literature, philosophy, psychology, and sociology, where we may be ill-equipped to understand the full meaning of these subjects, as they very much depend on our own experiences. However, if we had the opportunity to really live before we actually studied these subjects, then we would be able to appreciate them much more. One might of course argue that not having experience of something doesn't necessarily mean that you can't learn or teach it – the fact that priests, etc. can tell us how to run our love lives is a good example of this.

B

Money is supposedly the prime motivating factor in the world of work, but an ever-increasing salary is no guarantee that a person will work harder and more efficiently, nor that they will be any happier. The advantage of being 'paid' in time rather than money, is that you are far more motivated to do things quickly (as Parkinson's law states: the time it takes you to do something expands to the time you have available). Speed, of course, doesn't necessarily mean efficiency, and checks would obviously need to be made on how well the job is being done.

C

If there were no health service people would be much more conscious of looking after themselves – they would do more physical exercise, stop smoking and drinking, etc. – because they would know that they could not fall back on a free service if they did get ill through their own excesses. Of course, some illnesses are not always the responsibility of the person who has them. Provisions would have to be taken for such people.

D

The current trend towards levelling and making everyone feel that they are basically the same is leading to a dull society which is frightened of acknowledging that in fact we are all different. What we are now getting is a mono-culture of burgers and cola, moving towards one language and one currency, with an educational cleansing process which sees diversity as somehow shameful. So-called 'World Music' is bracketing together so many cultures and diluting their music with western technology and ideas, that in the end an Indian sitar player will be indistinguishable from a Turkish oud player or a Cockney guitar player. The fact that in our utopia men and women speak different languages is a symbolic gesture to highlight that we are different and that we are proud of it. Women and men are built differently, and often think and talk differently too. Of course, we do have a common language, but our philosophy is *equal but different.*

Vision

Warm-up

- Tell students to study the picture at the top of their page for 30 seconds. Divide the class into groups of two or three. Looking at the picture, student 1 interrogates students 2 and 3 (who have their picture covered) to see how accurately they remember the details.
- At the end of the lesson or at the beginning of the next, ask students to look at the picture on the other page (they must have the first picture covered). Students should then write down any differences they find. The scenes are in fact identical.

  Psychologists have shown that if you give people a task then they are motivated to try and do it. Since they assume that the task can be done, they will try and produce some result, i.e. in this case they will think they have found some differences.

1 Could you be an eyewitness?

- Students read the passage.

Writing

- Divide class into two. Group 1 leaves while Group 2 watches a video of an accident or bank robbery (or whatever you can get hold of). Group 2 returns to watch the same video (though you tell them it's a different one), while Group 1 leaves the room. For homework, ask students to write a reasonably detailed description of what happened. Next lesson, pair a student from Group 1 with one from Group 2. They should then read each other's description under the guise of correcting the English. See how many students discover that they have watched the same video!

2 Talking blindly

- Before looking at the student's page, brainstorm the subject of blindness. What things can/could students do with their eyes closed? How many famous blind people can they think of? To simulate a real life experience, in pairs S1 could lead a blindfolded S2 around the classroom. S2 then describes his/her sensations.
- Students now look at the list on their page and, in groups, decide which of these activities blind people might have problems with, and what solutions have been found or could be found to help the blind in these activities.

Listening

- Ask students to look at the illustrations of braille writing. Ask them if they know what it is and who invented it. Students then listen and answer these questions. Low level students simply put the illustrations in order while they listen.

  Questions: **1** Was Louis Braille born blind? **2** In what year did Braille go to a school for the blind? **3** How big were the letters in the reading books? **4** What was 'night writing'? **5** Was Braille's system only used for reading words?

Order of illustrations: c, a, d, b

1 *no* **2** *1818* **3** *7cm by 5cm* **4** *a means for letting soldiers communicate in the dark* **5** *no, for music too*

Louis Braille was only four years old when he lost his sight as a result of an accident. Yet he turned his personal tragedy into a great and lasting triumph. In 1818, at the age of 10 he went to a school for the blind in Paris, where he learnt the alphabet by running his fingers along big letters formed by pieces of wood. He then learned to read by feeling his way over enlarged words in special books. Each letter was about 7 cm high and 5 cm wide, so not only were the books very big but they also took a long time to read. So Louis set out to devise a compact code with raised symbols for words and phrases. He tried various codes based on squares, circles and triangles cut out of leather. He then heard of a new system of 'night writing' that would enable soldiers in the field to communicate with each other during darkness. This system consisted of a series of raised dots and dashes punched into strips of cardboard that could be read by touch without using a light. This became the basis of Braille's system which he revised and perfected, including even musical notations, until death at the early age of 42 in 1852.

Vision

1 Could you be an eyewitness?

Eyewitnesses to the assassination of Senator Robert Kennedy in 1968, claimed that he had been shot at at a distance of between one to three meters. Yet the autopsy showed that the gun must have been virtually touching his head.

What we remember as eyewitnesses can easily be distorted by how we are interrogated by the police. A question phrased like 'How fast were the cars going when they crashed into each other?' is more likely to get an overestimation of speed than if 'contacted' had been used instead of 'crashed into'. In other cases just using the definite rather than the indefinite article, can have a significant effect on your answer. If you are asked, for example, 'did you see the man with the gun?' you are far more likely to 'remember' having seen a gun (even if there wasn't one) than if you were asked 'did you see a man with a gun?'.

2 Talking blindly

reading
walking
listening
talking
sports
cooking
having children
art and music
finding a job
appreciating nature
make-up and personal appearance
falling in love
everyday human relationships
using public transport
typing
choosing clothes
driving
being accepted by other people

a

b

c

d

Vision

3 Points of view

This is the kind of exercise that only works with on-the-ball sensitive students.

- Students read Henry Ford's (founder of the Ford Motor Company, and famous for saying 'History is bunk.') quotation. Make sure they understand the meaning, and why it is important to understand other people's points of view.
- Ask students to read the ten situations. In pairs, their task is to choose two or three of the situations. They should then analyse these situations from the various viewpoints and decide who is in the most difficult position. Finally, they choose one situation and improvise a dialogue between two of the people in that situation.
- Now choose some pairs to act out their dialogue in front of the class. The rest of the class has to identify which situation is being acted out.

Writing

- Students imagine they were a third person who observed but didn't participate in the above dialogues. Their task is to write down this third person's viewpoint of what happened, quoting either in direct or indirect speech from what the two people said, adding their own observations and then reaching some kind of conclusion.

4 Optical illusions

- Students first match the descriptions with the illusions. Then, in groups students look at the optical illusions and should try and explain them to students in their group who don't understand them.

1 *b* 2 *c* 3 *d* 4 *a*

Extra

- Put some objects in a plastic bag. Either by feeling the shape from outside, or putting their hand inside but without looking, students have to guess what they are. As a result of this experience students should decide which of these two senses, sight and touch, is the most developed, and when touch may be more important than sight.

Vision

3 Points of view

'If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as from your own.' (Henry Ford)

1 Person looking at a mother smacking a child in the street.

2 School children listening to their teacher telling off one of their classmates.

3 Father seeing his daughter kissing with her boyfriend who is of a different race and colour.

4 Child listening to his/her parents shouting at each other.

5 Old couple looking at a youth with brightly coloured hair.

6 Emaciated African child looking at overweight Western couple.

7 Someone watching a store detective catching an obviously poor woman stealing food.

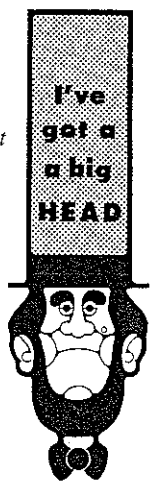
8 Nurse at a cosmetic surgeon's waiting room making an appointment for a disfigured child and a beautiful woman with a slightly bent nose.

9 Son presenting his considerably older fiancée to his mother and father.

10 Someone watching a woman reversing her car into a parked car with a man inside.

4 Optical illusions

a

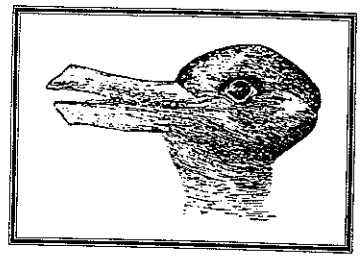


1 What do you see in the middle of the frame? Is it a letter B or is it the number 13? It depends on which you saw first – the horizontal ABC or the vertical 12, 13, 14.

b

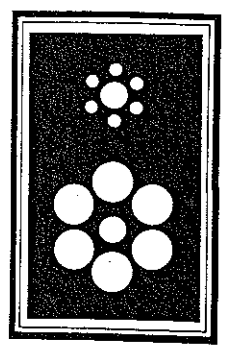
2 What is your first impression – a rabbit or a duck.

c



3 The centre petal on the flower below looks bigger than the one above - yet they are both the same.

d



4 Very slowly read the words in the hat – what does it say?

Wants

Warm-ups

- Students discuss what they would like to change in themselves from all points of view – physically, psychologically, in love, in work, at school, things they wish they were better at, etc. They should discuss with their partners how likely they are to achieve them. This activity leads directly into **1 Wishes**.

- Students discuss things they would like to change in others – this could be in members of the class, in you the teacher, in their family, friends etc.

1 Wishes

- Ask students to read all the wishes and select the five things they would wish for most. They should assume that there are no strings attached and that what they wish for will turn out to be just as they wanted. In small groups they then discuss these wishes.
- Now explain that this exercise is based on a test (from *Sex roles* Vol. 26 May 1991) performed by psychologists on college students to find out if men's and women's desires are different. In the original test there were 48 wishes and subjects had to choose their top ten. The list on the student's page begins with the most popular wishes (i.e. of the psychologists' subjects) going down to the least popular. In their groups students identify what the typical female wishes would be and what conclusions can be drawn from this.

ⓘ Females outweighed males in desiring wishes **1, 2, 5** and **7** to come true, and had an equal desire for **15** and **16**. The conclusions of the psychologists were that the wishes more favoured by the women tend to be those generally preferred by both genders. In addition, they tend to be concerned with 'real life' issues involving other people. In sharp contrast men's wishes seem to involve the desire to be free of reality constraints, and seem to be relatively impersonal.

Writing

- 'It is better to have than wish.' Discuss.

2 Regrets

Ask students to look at the questions. They might find it embarrassing to talk about their regrets; though the listening exercise should indicate to them that the regrets could be quite banal and don't have to be overly personal.

Listening

- Students hear some people talking about the major regrets in their lives. Their task is simply to note down what the regrets are.
- Play the first three pieces to give students an idea of the kind of regrets that can be revealed without embarrassment. Elicit the relevant constructions (I wish, if only). With the right kind of group you could also play the fourth and fifth pieces, which are more personal. Students can then move on to discussing their own regrets and the other questions on their page.

1 *restarting smoking* **2** *not learning the piano* **3** *being angry with someone* **4** *not having really known her brothers* **5** *everything up to the age of 30*

1 My biggest regret was starting smoking again. I gave up for about two years and then I went to a wedding and somebody, a girl I hadn't seen for a few years, was there smoking, and I thought oh it'll be all right to have one. So I had one of her cigarettes and I really wish I hadn't.

2 My biggest regret was not learning the piano. I had a couple of lessons when I was quite young and I wish I hadn't given them up, basically.

3 If I do have a regret, I often wish I hadn't spoken to somebody the way I had, because I was in a bad mood, or if only I'd been a bit more polite and things like that.

4 My biggest regret is not knowing my brothers very well. We went to different schools and even if we lived in the same house we only ever saw each other for holidays. And when I left home to go to university I realised that I was living with two people I didn't know.

5 I regret pretty much everything I did until I was 30. I chose the wrong university, fell in love with all the wrong people, got married far too young. Then I bought a house, opened a school and had a child all in one year. I just wish I wasn't so impulsive and that I could learn to do one thing at a time.

Writing

- (a) Students imagine and write down what regrets they think their parents or other members of family have. This could be extended to friends or even famous people. (b) Regret is a stronger emotion than pleasure. Discuss (for philosophers only!).

Wants

1 Wishes

1 To deeply love a person who deeply loves me.

2 For there to be peace on earth, and no more war.

3 To have the talent and ability to succeed at anything I choose.

4 To be recognised as the best at something.

5 For there to be a clean environment, free from pollution.

6 To be able to travel in time.

7 To be very attractive.

8 To understand the meaning of life.

9 To be youthful all my life.

10 To be able to read people's minds.

11 To be able to be invisible.

12 To live as long as I want.

13 To have a lot of children.

14 To be able to take revenge on my enemies.

15 To be able to change appearance, age, sex and race whenever I want.

16 To be reincarnated with all my memories.

2 Regrets

'Regrets I have a few, but then again too few to mention.'

1 If your life were on a videotape and you could go back and edit parts out, what parts would you change?

2 Is there anyone's advice which you regret having or not having taken?

3 Is there anyone who you wish you had never met? Which person from your past would you most like to see again?

4 Yeats, the Irish poet, wrote:

One looks back to one's youth as to a cup that a madman, dying of thirst, left half-tasted.

Will this be the case when you are old (i.e. that you will feel that you didn't take all the opportunities that you should have done)? Are you satisfied with your life? Do you feel you have (and need to have) a purpose? Do you set yourself goals? Do you think you make good use of your time?

Wants

3 Wants

- Before beginning the exercise, students discuss what people basically want from life. They can then compare their wants with Dale Carnegie's. They should now put Carnegie's wants in their own order of importance and then compare and justify their choices. If you think 'sexual gratification' would cause embarrassment simply white it out before you do the photocopies.
- Students now answer the questions.

Writing

- Students write down a few examples from their answers to questions **1** and **5**, e.g. I wish I didn't have to ..., They wanted me to ...

ⓘ (4) 'I want doesn't get' is a typical parent's reply to a child who says 'I want an ice-cream.' rather than 'Can I have an ice-cream?' However, the idea here is to discuss those things that children wish for but parents refuse to buy (e.g. I wanted my parents to get me a metal detector, they refused so I sold a gold coin I had and bought one. I then found a cache of Roman coins and two swords!).

(8) Students may have some trouble understanding this one. It could be a wonderful philosophy for life. Basically, rather than trying to get what you want (you'll always want more in any case), you should enjoy and appreciate the things you already have and future things you may get. But it does not mean blind and resigned acceptance of your situation.

4 Waste not want not

- Ask students to guess how much rubbish their family produces every year. Then get them to refer to the bin statistics on their page. They can also see Britain's record of dumping waste into the North Sea and Irish Sea. These statistics relate to the early 1990s and have been considerably rounded; the situation has improved a little since then.
- Now students do the quiz in pairs. They should decide whether their partner is a waster or not. NB Point out that 'waster' also means a 'good for nothing person'.

ⓘ Recycling also saves considerably on air and water pollution. For instance, producing steel from scrap reduces air pollution by 85% and water pollution by 76%; for recycling paper, the reductions are 74% for air pollution and 35% for water pollution.

3 Wants

Dale Carnegie in his 30 million copy selling book *How to win friends and influence people* identified eight principle wants:

a feeling of importance

food

health and the preservation of life

life in the hereafter

money and the things money will buy

sleep

the well-being of our children

sexual gratification

1 What do you do that you don't want to do?

2 Do you do things that you don't want to do only because you feel you are expected to do them by other people, or to fit in with their wishes?

3 What things did you want to do when you were younger that you don't want to do now, and vice versa?

4 'I want doesn't get.' What things did you want as a child that your parents refused to get you or allow you to do?

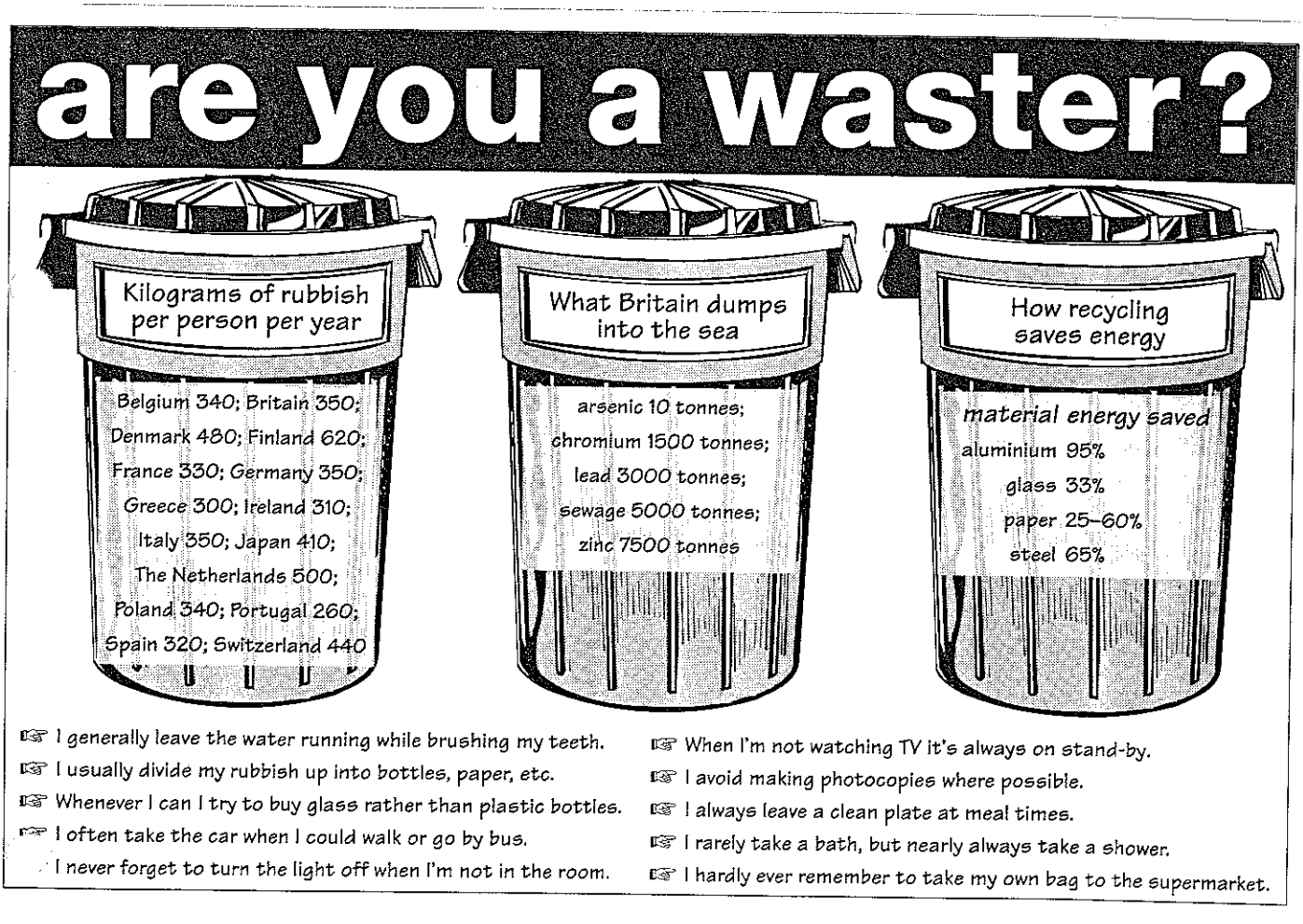
5 What things did your parents want for you? And what do you want for your children?

6 If you really want to do something you can do it. True or false?

7 If everybody in the world could have what they wanted would the world be a better place?

8 Is it better to get what you want or want what you get?

4 Waste not want not


are you a waster?
Kilograms of rubbish per person per year
Belgium 340; Britain 350; Denmark 480; Finland 620; France 330; Germany 350; Greece 300; Ireland 310; Italy 350; Japan 410; The Netherlands 500; Poland 340; Portugal 260; Spain 320; Switzerland 440
What Britain dumps into the sea
arsenic 10 tonnes; chromium 1500 tonnes; lead 3000 tonnes; sewage 5000 tonnes; zinc 7500 tonnes
How recycling saves energy
material energy saved
aluminium 95%
glass 33%
paper 25–60%
steel 65%
☞ I generally leave the water running while brushing my teeth.
☞ I usually divide my rubbish up into bottles, paper, etc.
☞ Whenever I can I try to buy glass rather than plastic bottles.
☞ I often take the car when I could walk or go by bus.
I never forget to turn the light off when I'm not in the room.
☞ When I'm not watching TV it's always on stand-by.
☞ I avoid making photocopies where possible.
☞ I always leave a clean plate at meal times.
☞ I rarely take a bath, but nearly always take a shower.
☞ I hardly ever remember to take my own bag to the supermarket.

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Xenophobia

Warm-up

- Elicit adjectives which describe personality. When you have a fairly long list, ask students to try and associate a nationality with the characteristics. Alternatively, write the names of a few countries on the board and get students to suggest characteristics which they associate with people from these countries. They then read out the characteristics and the others have to guess which nationality they refer to.

1 The English

NB This extract comes from a book by an English person satirising the English way of life. It is by no means intended as a serious piece, nor does it necessarily reflect the views of the majority of English.

- Introduce this exercise by asking students, in groups, to invent a quiz entitled 'Are you a typical English person?' (you can obviously vary the title to suit the nationality). Students then change groups and ask each other their questions and decide on the most 'English' person in the class. You may like to point out that English is not the same as British, which also includes Welsh, Scots and Northern Irish.
- Students then read the text and discuss questions.

ⓘ 'fastness' = security

2 Apartheid

This exercise might be rather sensitive for some students, particularly in mixed black and white classes. The exercise may promote little discussion, but I hope this will be compensated for by a little soul searching.

- Brainstorm students on the meaning of apartheid (literally 'apartness', segregation of whites, Africans, Coloureds and Indians) and the injustices that blacks suffered. Students now read the text and then do the listening.

Listening

- Students hear a white South African (of English origin now living outside South Africa, but has a Zulu daughter-in-law who is a member of parliament) talking about what blacks couldn't do in South Africa before the elections in 1994. The students' task is to write down what these things are (many of which were mentioned in the text). Pre-teach the vocabulary relating to building houses.

They weren't allowed the same jobs as whites.
They weren't allowed to build houses.
They had to use separate entrances in post offices.
They couldn't eat in white restaurants.
They weren't allowed to sit with white people in parks, bus stops, etc.
They couldn't go to white cinemas or use white public transport.

In South Africa before the elections well, and even now, the whites have had everything going for them. They've had, been able to have good jobs, and lots of servants and they've lived very well. Because before apartheid was done away with, blacks were not allowed to hold down jobs that whites could have; they were, the government didn't want them to have a good education so that they were able to take on jobs. Even they were not even allowed to build houses; they could mix the cement and hand the bricks to a white builder, but they were to allowed to build, to lay the bricks. Well there were separate entrances for white people and black people in post offices, and ... quite often in restaurants of course they were never allowed into a white restaurant, but they, some in some they could go round to the back and be served from the kitchen. There were special benches for white people in parks and at bus-stops, the blacks were not allowed to travel on white buses or in white trains. They were not allowed to go to cinemas, the white cinemas.

Xenophobia

Xenophobia is the English national sport – England's most enduring cultural expression. And there is a very good reason for that.

As far as the English are concerned, all of life's greatest problems can be summed up in one word – foreigners.

Nine hundred years ago the last invasion of England was perpetrated by the Normans. They settled, tried to integrate themselves with the indigenous population and failed.

The indigenous population then, as now, displayed an utter contempt for them not merely because they had conquered but more importantly because they had come from abroad.

The English don't just believe themselves superior to all other nations. They also believe that all other nations secretly know that hey are.

They feel themselves to be natural leaders, the most obvious choice for 'top nation'. Geography reinforces this belief as the inhabitants look out to the sea all around them from the fastness of their 'tight little island'. Nobody would ever question the aptness of the newspaper report: 'Fog in the Channel – Continent cut off.'

1 The English

1 Do you think this extract is serious or humorous? Do you think that English people are like this? How do you think you would feel if you were English and you read this description?

2 How do the English differ from Americans or Australians or Canadians?

3 Why do some nationalities and races feel superior to others? Is there any real basis for this feeling?

4 Are you proud to be a citizen of your country?

5 What are the main virtues and failings of your nationality?

6 Are national stereotypes valid in any way, or are they merely misleading?

2 Apartheid

3,000,000 whites owned 87% of the land.

8,000,000 blacks owned 13% of the land. (1994)

1926 Colour Bar Act banned Africans from practising skilled trades. Africans were only allowed to be trained to do menial jobs, i.e. to be in constant subordination to the whites.

1936 Africans removed from voters' roll.

1948 Apartheid (literally 'apartness') was imposed. The emise of apartheid was the 'white man must always remain boss'. Supported by the Dutch Reformed Church which gave religious reinforcement to apartheid by suggesting that Afrikaners were God's chosen people and that blacks were a subservient people.

1950 Population and Registration Act authorised the government to officially classify all South Africans according to race; in conjunction with another act, the various races were only allowed to live in certain places. Often resulted in tragic cases where members of the same family were classified differently, all depending on whether one child had a lighter or darker complexion. Where one was allowed to live and work could rest on such absurd distinctions as the curl of one's hair and the size of one's lips.

Education not compulsory for Africans. Less than 50% attended schools. Government spent six times as much on white students than African students.

1953 Reservation of Separate Amenities Act: segregated parks, theatres, restaurants, buses, libraries, waiting rooms, separate post office entrances and other public facilities according to race.

Africans had to carry passes and were not allowed to move freely within the country.

1994 After more than three centuries of rule, the white minority conceded defeat in the elections and turned over power to ie black majority.

Xenophobia

3 Racial discrimination?

- Instruct students to decide in groups which of the situations they believe are examples of racial discrimination and why. Should the offenders be prevented from what they do and should they be punished? Students may need some help from you in interpreting the situations.

ⓘ (1) According to the British Race Relations Act (1976) a landlord or landlady who lives on the premises has the right to choose who they want to live in their house.
(2) A director is within their rights to do this.
(3) This horrifying but true story is recounted in Hanif Kureishi's introduction to the filmscript of *My Beautiful Laundrette*. Ask students how they think geography and history should be taught, e.g. in England and America history tends to be taught from the white man's point of view, thus Native Americans may be badly represented in the US, and Indians the same in England. Should we try and teach history from all points of view?
(4) With reference to the 1960s Kureishi had this to say about British TV: 'Television comics used Pakistanis as the butt of their humour. Their jokes were highly political: they contributed to a way of seeing the world. The enjoyed reduction of racial hatred to a joke did two things: it expressed a collective view (which was sanctioned by its being on the BBC), and it was a celebration of contempt in millions of living rooms in England. I was afraid to watch TV because of it; it was too embarrassing, too degrading. The word 'Pakistani' had been made into an insult. It was a word I didn't want used about myself. I couldn't tolerate being myself. The British complained incessantly that the Pakistanis wouldn't assimilate. This meant they wanted the Pakistanis to be exactly like them. But of course then they would have rejected them. The British were doing the assimilating: they assimilated Pakistanis to their world view. They saw them as dirty, ignorant and less than human – worthy of abuse and violence.'
(5) In 1965 the British politician Enoch Powell said with reference to immigrants: 'We should not lose sight of the desirability of achieving a steady flow of voluntary repatriation for the elements which are proving unsuccessful or unassimilable'.
(6) This is known as 'reverse discrimination' and is not permitted by the Race Relations Act. Some years ago a white Englishman applied for the job of gardener at Leicester City Council. He sent off six identical letters. In three he used his own name, and failed, but when he used the name Prakesh Patel, he was granted an interview. He threatened to take the council to an industrial tribunal, but in the end the case was settled out of court.

Writing

- A multicultural and multilingual society is a much healthier society than a one race one language society. Discuss.

4 Language

- Students read the text and then answer the questions in groups.

Xenophobia

3 Racial discrimination?

1 A landlady who refuses to let a room in the house where she lives, to a Pakistani girl.

2 A theatre director who will only accept a black actor to play the part of Shakespeare's Othello.

3 A white geography teacher in a predominantly white class who shows pictures of Indian peasants in mud huts, and says, pointing to an Indian boy in the class, 'Hanif comes from India'.

4 A TV producer whose programme contains sketches which ridicule other nationalities.

5 A politician who advocates repatriating all non-white immigrants.

6 A factory that now employs only non-whites on the basis that non-whites have in the past suffered from adverse discrimination and should be given the chance to 'catch up'.

4 Language

Governments throughout the world often use language as a political weapon against ethnic minorities within their borders.

Generally this means that the ethnic language is forbidden from being used in formal situations, such as in schools or legal procedures. Such ideas have even been proposed in California where native-English speakers are frightened of losing their supremacy to Spanish-speaking immigrants. In Britain too, Welsh and Irish political prisoners have been refused permission to speak with visitors in their own languages.

Some minorities rebel, like the Basques in Spain, who use their linguistic differences with Spanish as a reason for becoming an independent state.

Whereas most governments try to discourage the use of ethnic languages, the South African government actually used to encourage them. By denying black Africans the right to learn English, they prevented them from getting positions of power and with communicating with the outside world. ♦

1 Are there any linguistic minorities in your country? How are they treated?

2 Do you have dialects in your country? Who uses them and when? How are they considered?

3 Should all immigrants to a country learn their new country's language? Should they try and preserve their own language? Do you associate people who speak your language badly with ignorance or poverty?

4 Should immigrants or linguistic minorities have the right to have their school lessons taught in their native language?

5 Should the host country try and protect its own language against those of its immigrants, e.g. by making the use of its own language mandatory in all official contexts (e.g. in court, marriage ceremonies, applying for bank loans)?

6 Do people feel more kinship for people who live in the same country as them, or people who speak the same language as them?

You

Warm-up

- Students imagine they are trying to break the ice with a new acquaintance. They have to write down ten questions to ask this person, so that from the answers they can get an overall picture of this person. For students having difficulty in coming up with questions here are a few ideas: best friend, favourite toy as child, most interesting thing they have learned from life, person they admire most, hopes for the future, worst/best day in their life, favourite sport/food/drink/music/book/city etc.

1 You are what you have

- Before students read the text, ask them to write down the four most important things they have. Avoid any questions as to exactly what 'have' means. Most people include four types of possessions: body part or intellect, objects, places and time periods, people and pets. Students then compare their list with their partner's. How did they define 'have'? What did they give preference to? What does this tell them about their personality? Then go straight into the listening.

Listening

- Students hear some people who have just done the above exercise. Students' task is to note down the two people's 'haves', and whether the third person approves of these 'haves' and why.

1 *family, friends, car* **2** *health, friends and cats; approves because they are not materialistic*

A The things I have in my life which are very important to me are my family, my friends and my car. In that order I should think.

B Quite like that one actually.

C Right, the three things important to me are, my health, which I hope is all right, my friends, and my cats.

I like both these 'haves'; I think I would have gone for something really similar. I think that it's really good that you haven't really put material possessions, especially with yours as your third choice is a car, which obviously is giving you the option of going left right and centre safely hopefully and all things like that, so I completely condone it, and I'm glad you've mentioned your cats.

- Students now read the text and answer the questions in groups.

Follow-up

- In groups, one student takes out the contents of his/her pockets/bag/wallet/case. The other students try to classify these objects and draw some conclusions about the lifestyle and personality of the student. He/She then comments on their observations.

2 Have you ever?

- Students answer questions in pairs or groups.

Listening

- Students listen and match the extracts with the questions a–t.

1 *a* **2** *a* **3** *m* **4** *q* **5** *i* **6** *e* **7** *k*

1 When I was little, when I was little I used to take chocolate or drinks and things out of shops deliberately without paying.

2 I remember particularly one time in Venice with a girlfriend when we ran away from a pizza restaurant after having a huge meal without paying.

3 I've worked in Buckingham Palace so I saw the queen.

4 Well yes, one day I was cycling to work and a scooter came very close to me, and I tried to move over to let them pass. And one of them, the one sitting on the back, a girl, just took, took the bag from my bicycle and raced off into the distance.

5 When I was quite young and we were playing a game and somebody ran in front of me and shut a door with windows in it and I put my hand out to stop the door hitting me and my hand went through the glass.

6 Yes, I've often done that. When we were children we often used to go swimming any time of year.

7 I've never killed an animal bigger than a mouse, but I have killed several mice as my house is out in the country and infested with them.

1 You are what you have

Victims of burglaries often report that they feel they have in some way been personally polluted. This suggests that our possessions are in some way an extension of ourselves. Think of the kinds of things you buy second-hand – you'd have no problem in buying a second-hand car, but second-hand underwear (no matter how clean) you might not even want to touch. Even after we die, possessions may still remain a part of us. This is demonstrated by burial sites, where domestic utensils, jewellery and weapons have often been found. We may even become immortalised in our possessions as they get handed down from one generation to another.

1 To what extent are possessions more important than people?

2 Would you buy something just because it belonged to a famous person?

3 How attached are you to your things? What kind of things would you never lend anyone?

4 What second hand things would you consider buying?

5 Do you have any collections (stamp albums, butterflies, etc.)?

2 Have you ever?

a Left a shop or restaurant without paying.

b Lied about your age.

c Had anything published.

d Had a supernatural experience.

e Swum in the sea in the winter.

f Won a competition.

g Been the victim of a crime.

h Had a holiday romance.

i Broken a window.

j Thought you might be going to die.

k Killed an animal bigger than a mouse.

l Got/Stayed up to see the sun rise.

m Met someone famous.

n Broken or damaged something and not told the owner.

o Got completely drunk.

p Had food poisoning.

q Witnessed a crime.

r Been abroad.

s Forged someone's signature.

t Passed an exam you never thought you'd pass.

3 Would you ever?

- Students answer the questions in pairs or groups.

4 Feelings

- Students answer questions in pairs or groups.

Listening

- Students hear someone doing the same exercise. They have to match the answers with the questions in the exercise.

1 *d* 2 *b* 3 *f* 4 *h* 5 *i* 6 *g* 7 *j*

1 I'd tell them I was there before them.

2 Turn on the radio and try not to get too anxious and nervous; I mean there's nothing you can do about it.

3 A I usually ask someone to explain it to me, which is actually quite often. I obviously don't have much of a sense of humour.
B I wouldn't say that. Odd, maybe, but none at all certainly not.

4 I hate people who arrive late for any situation, and I've ever only been late once in my life for an appointment, and that was because I'd had an accident on the way in, so I was pretty shaken when I arrived; actually it was for a job interview. (And did you get the job?) Yes, I did actually.

5 I suppose I was brought up in a country where some animals are treated as being quite sacred, so it always shocks me when I see someone hitting an animal here. To be honest I don't do anything, I mean, what can you do?

6 A No, I'm not embarrassed at all, and I'm moved pretty easily.
B So you just get out your handkerchief and cry away?

7 Ignore him, if it's a man. Smile back if it's a woman and then think 'why on earth was she smiling at me?'

5 Superlatives

- Students answer questions in pairs or groups.

3 Would you ever ...?

1 Go on holiday alone.

2 Gamble.

3 Kill someone (even in war).

4 Eat raw meat or raw fish.

5 Live in another country.

6 Steal.

7 Buy a very expensive wine.

8 Take drugs.

9 Wear a fur coat.

10 Hit your partner.

4 Feelings

What do you do when ...?

a you can't get to sleep.

b you're stuck in a 10 km motorway queue.

c you're at a party where you know no-one apart from your hosts.

d somebody pushes in front of you in a queue.

e someone is very rude to you.

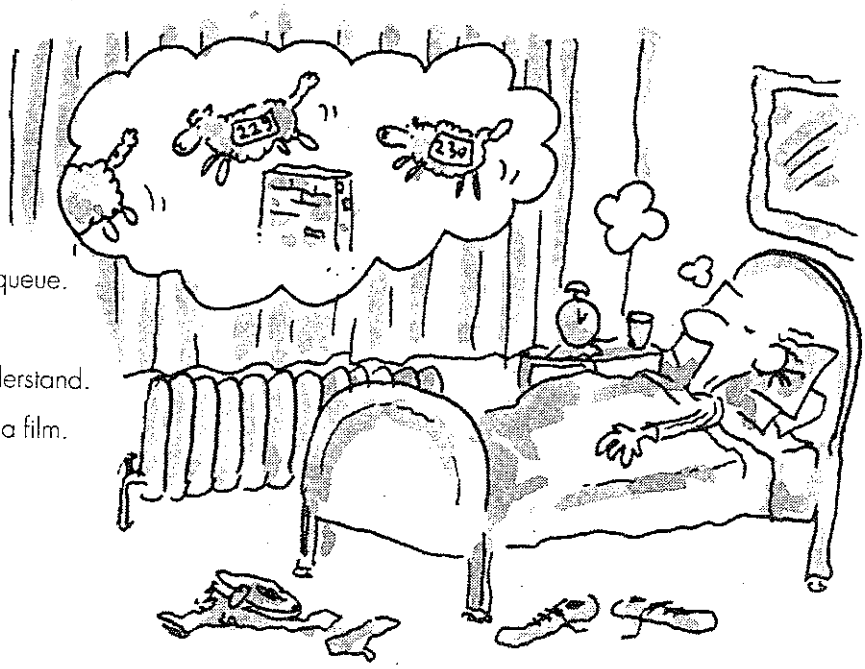
f you're told a joke which you don't understand.

g you want to cry during a sad scene in a film.

h you're late for an appointment.

i you see someone hitting an animal.

j a stranger smiles at you.



5 Superlatives

1 What's the worst/nicest thing that anyone has ever said to you?

2 What's the best thing that has ever happened to you?

3 What's the most luxurious thing you'd like to own?

4 What are the ugliest/biggest/most unusual/prized/valuable things you have?

5 What's the kindest thing anyone has ever done for you?

6 What's the most embarrassing thing you've ever done/said?

7 What's the worst thing that could ever happen to you?

8 What are the most important things you've learned from life?

9 What's the cruellest thing you've ever done?

10 What's the silliest thing you've ever done?

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Zoology

Warm-ups

- Students draw very quickly two domestic and two wild animals (but not easy ones such as giraffes, elephants, snakes, cats, etc.). In small groups they then pass round their drawings and guess what their partner's animals are, giving reasons and commenting: 'it could be a goat', 'it looks a bit like a ...', 'it can't be a bird because it doesn't have wings'. Within the group students compare impressions and then the 'artist' reveals the truth.

- Tell students to write down the names of the first three animals that come into their heads, then three adjectives to describe each animal (i.e. giving a total of nine adjectives). In groups of four tell students to pass their papers to the person on their right. Explain that this is a psychological game. The first animal with the corresponding adjectives describes how they see themselves, the second how they wish they were, and the third how they really are. Each student reads as follows: 'Luca sees himself as a dog, he wishes he were a lion, but he really is a mouse'.

1 Zoos

- After reading the text and answering the questions, brainstorm students on reasons *for* zoos. Then proceed with the listening exercise.

Listening

- Students hear Dr Katz, an advocate of certain kinds of zoos. Students listen and answer these questions.
  Questions: True or false? **1** Dr Katz approves of modern farming methods. **2** Up to 15% of the world's biological diversity may have been lost by the end of the 21st century. **3** Animals are responsible for eating a lot of crops produced by third world farmers. **4** San Diego zoo specialises in breeding endangered species and reintroducing them into their natural environment. **5** Dr Katz agrees that it is better to visit animals in their natural habitat.

1*F* **2***F* **3***F* **4***T* **5***F*

P = presenter I = interviewer K = Dr Katz

P On 'Animal Watch' tonight we'll be dedicating the second half of our programme to the 'Save the whale campaign'. But first I'd like to welcome Dr Alan Katz, a zoo manager, who has joined us tonight to talk about the roles of a modern zoo.

I There's been a lot of criticism been levelled against zoos recently by animal activists who claim that zoos are little more than animal prisons for the benefit of mindless parents with their children.

K Basically such people are taking human rights and trying to apply them to animals, but this precept just doesn't work, at least not with zoos, though I must say I don't agree with some modern farming methods or the breeding of animals exclusively for their furs.

I You mean the conditions of some domestic animals such as chickens and cows, and ...

K Yes, but the point is that zoos are aimed at conservation not incarceration. What man is doing to the animals' natural habitat is terrible; before the end of the next century we may have lost up to 50% of our biological diversity. With the human population expanding dramatically in third world countries, animals are going to be battling for space against farmers trying to produce crops for more and more mouths to eat. The animals will inevitably be the losers and it is one of the zoos' roles to make sure that at least some of these species can be bred in captivity.

I For possible release later?

K Yes, in fact the San Diego zoo, which houses more than 150 endangered species, has returned a dozen of them to the wild. Many animals actually live longer in captivity and raise more young.

I Activists claim it would be better for people to go and see these animals in their natural habitat.

K Ask any ecologist about this and they'd say it would have and in fact already is having disastrous consequences on the environment. Already, organised safaris in Africa are having devastating effects on animals and their environment. Many ecologists in fact would advocate staying at home and watching it all on their TV or computer. But I personally don't see why people can't come to a good well organised zoo, have fun seeing the animals and be educated at the same time, and of course learn respect for nature.

I Thank you Dr Katz.

Writing

- Would you rather be a lion tamer or a lion hunter?

2 The laws of the jungle?

- Students imagine they're members of a civil jury whose job is to sentence the six people in the situations. Decide beforehand what range of sentences can be given, including acquittal. With reference to question **1**, do students think that these types of dogs should be banned from domestic use?

Writing

- Write a letter of protest to one of the following governments: The Chinese/Taiwan governments to get them to suspend trade in powders made from tiger bone (used for quasi medicinal purposes) and rhinoceros horn (aphrodisiac); these have been banned by the UN convention on International Trade in Endangered Species.

Zoology

1 Zoos

Zoos are basically designed for human entertainment: people can learn little or nothing from seeing poor undignified animals forced to go round and round in cages. Tests have shown that penned-up animals suffer unacceptable levels of stress and boredom not to mention physical harm. Those who claim that zoos prevent the extinction of endangered species should ask themselves whether it is really preferable for them to live in such a demeaning and artificial environment than not to live at all.

1 Is the writer for or against zoos?

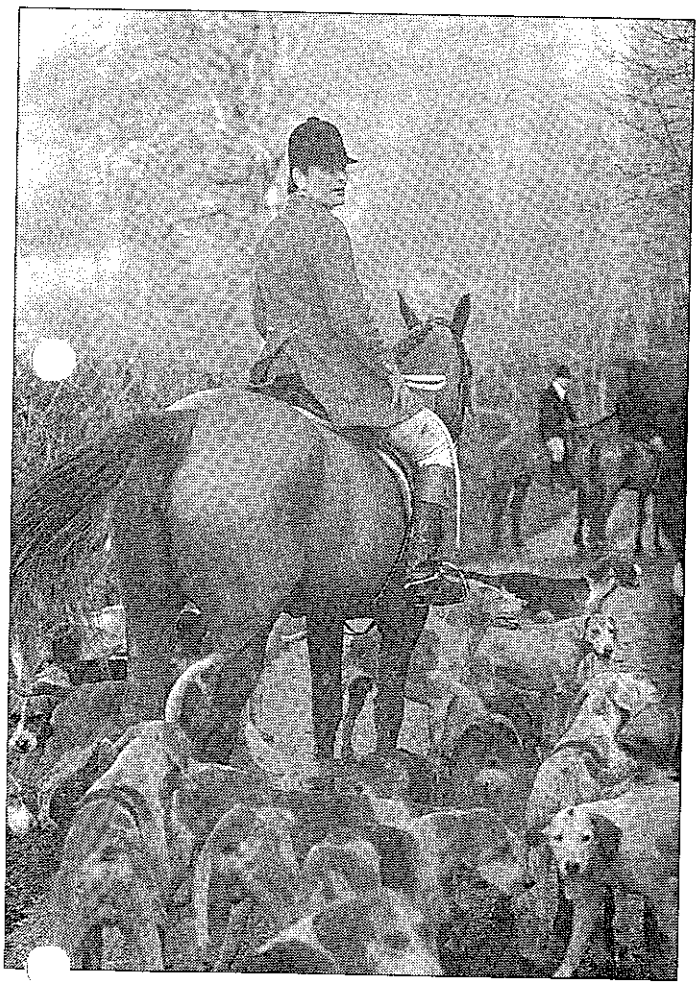
2 Are all zoos like the one described (i.e. animals in cages)?

3 Do you think it is better for animals to become extinct than to be kept 'artificially' alive in zoos?

4 Do you think that the zoo practice of feeding surplus offspring (i.e. animal babies) to other animals is wrong?

5 Have you ever been to a zoo? How did you feel about the experience?

2 The laws of the jungle?



1 This woman's dog, a rottweiler, savagely mauled and maimed a three-year-old child. This was the second time the dog had attacked a child and on the first occasion the owner had been asked to put the dog to sleep.

2 These animal activists smashed up £200,000 worth of laboratory equipment used by scientists testing animals to produce shampoo.

3 These people trained bears to dance. They drilled a hole through the bear's nose, inserted a chain so that they could pull the bear, and taught it to stand on two feet with the use of burning embers. This practice is illegal in this country.

4 This company bought ivory known to have come from elephants killed by poachers in African national parks.

5 This woman sprayed another woman's £5000 fur coat with red paint.

6 This family abandoned their dog on the motorway before going on their summer holiday.

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3 Animal rights

- Before beginning the exercise, brainstorm students on how we mistreat animals. Elicit the following areas: battery hens, bullfighting, cock fighting, force-feeding geese, horse-racing and horse- jumping, circuses, hunting, killing for furs, whaling, etc. In groups, students discuss their attitudes to such activities. Would it be right for the European Parliament to ban bullfighting in Spain? Do we have the right to change other nations' traditions? How much do animals actually suffer? Is keeping a dog in a town apartment any worse than hunting foxes?
- Students now look at the statements on their page and in groups decide whether they are true or false.

ⓘ Pharmaceutical companies wishing to introduce a new drug on to the market have to provide scientific evidence of its safety by getting their drug licensed. This requires toxology testing which in the UK (and many other countries) entails tests on animals. Apparently, 450 million animals are killed for food each year and another 7 million are destroyed as vermin or unwanted pets.

Writing

- Write a letter to a pharmaceutical company asking them to stop testing their products on animals. Then write a reply from the public relations officer of that company.

4 Pets

- Students read the text and answer questions in groups.

3 Animal rights

a

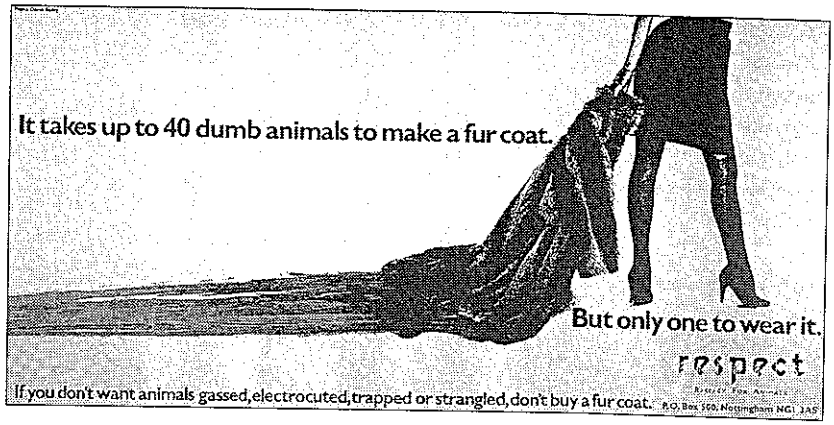
ANIMALS HAVE THE SAME RIGHTS AS HUMANS.

b

Vegetarians shouldn't wear leather shoes, buy leather handbags, and wear fur coats.

c

Other animals eat each other so why shouldn't we eat animals? We're animals too after all.


It takes up to 40 dumb animals to make a fur coat.
But only one to wear it.
respect
If you don't want animals gassed, electrocuted, trapped or strangled, don't buy a fur coat.

d

Animals should not be exported: they often stay on board trucks for days at a time, sometimes stuck under the burning sun or in the freezing cold, and nobody even bothers to feed them or give them some water.

e

Through urbanisation, people have become too distanced from animals and thus over-sentimental about them. Hunting used to be necessary for survival, now it is a legitimate form of pest control, and anyway it's an excellent sport.

f

It's better that animals suffer than humans. The list of things that have been achieved through experiments with animals is almost endless: blood transfusions, vaccines, insulin, cancer drugs, organ transplants, the contraceptive pill, treatments for mental illnesses, intensive care for premature babies.

g

Animals don't feel pain like we do.

4 Pets

Love was in the air when Stewart McSkimming met his future wife. But their two pets had other ideas. Quite clearly they hated each other. In the end the snarling stand-off between the dogs didn't prevent Stewart marrying his Josephine. It did get a bit in the way though. The couple decided that there was nothing for it but to live apart while both animals were alive and baring their teeth.

Now Jo's labrador cross, Tanya, has died and the couple's separation will soon be over – almost three years after their wedding. Later this month the 45-year-old artist will leave her coastal bungalow and move 40 miles up the road to move in with Stewart, a dam attendant, and his springer spaniel Gale at their lochside cottage near New Galloway, South West Scotland.

Togetherness should mean an end to astronomical phone bills and the 50,000 miles a year the couple covered for meetings and meals.

'It was awful and pure madness,' admitted Jo yesterday. 'Of course I didn't love Tanya more than Stewart but we couldn't sacrifice the dogs for each other. And because we lived apart, we never took each other for granted. I always used to put my make-up on when Stewart was coming round.'

1 What do you think the journalist's attitude is to this couple?

2 This story was reported in an English national newspaper – does this surprise you?

3 Would you have gone to such lengths for your pet?

4 Which is a better pet – a dog, a cat, a fish, a horse, or a parrot?

5 What kind of animals would you not like to have as pets?

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